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ABSTRACT

This curriculum unit teaches students about the basic physical and political geography of Asia and introduces or reviews fundamental geographical concepts and vocabulary in an Asian context. Each of the unit's five lessons can be integrated into the curriculum where it best suits students' needs, but it is suggested that the unit be taught as a whole. The lessons are: (1) "Getting Oriented to Globes and Maps"; (2) "Countries of Asia"; (3) "What is Asia"; (4) "Learning the Physiographic Features of Asia"; and (5) "Asian Climate." Handouts, transparencies, teacher's guides, and appendices containing conversion tables and a data bank are included. (EH)

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MAPPING ASIA

A Curriculum Unit for Grades 6-10

Yungang Buddhist Cave, North Shanxi

Church of the Sacred Heart in Kobe

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MAPPING ASIA

A Curriculum Unit
Grades Six to Ten

Developed by

The China Project
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Unit Introduction

MAPPING ASIA

Rationale

Mapping Asia has been designed to serve two major purposes. First, the unit teaches students about the basic physical and political geography of Asia. Second, it introduces, or reviews, fundamental geographical concepts and vocabulary in an Asian context.

As stated in the *Introduction* of *Mapping Europe:*

> In a world so shrunken in time and distance that we can communicate almost instantly with any other city on any continent and fly to even more corners of the world in a matter of hours, a knowledge of different places can no longer be considered a luxury. Instead, it has become a necessity. Our interdependence is now so complete that actions—be they economic, political, social, or environmental—in one world region can have immediate repercussions in another world region.

Asia, by its sheer size in terms of territory (occupying 30% of the earth's landmass) and population (more than 3,000,000,000 people or nearly 60% of the world's total), makes it a rich and fascinating place for study. Over the past years, major changes have occurred in Asia. China opened up its doors to embrace the winds of economic change, the "impregnable" Communist country once known as Union of Soviet Socialist Republics finally splintered into several independent republics, the Palestinian and Jewish leaders are settling their centuries-old hostility towards each other, and the Asia-Pacific region, touted as the world's major region of economic development, is set to continue growing well into the 21st century. The United States has also had a long interaction with Asian peoples that dates back to the time when Asians passed through Alaska centuries ago to settle in North America, to the continuous wave of migration of Asian immigrants during the last few decades. Our long historical connection with Asia and the important role Asia now plays in world geo-politics and economics make it important for our students to gain a basic knowledge and appreciation of this big, complex, and unique continent.

unit introduction

Unit Goals

- to teach students key geographical terms that are important for communicating geographical ideas
- to introduce and reinforce students' knowledge of the physical and political geography of Asia
- to help students understand the concept of boundaries
- to teach students the interaction of climate, landform, and natural vegetation
- to improve students' understanding of location and region
- to develop and practice chart and map reading skills
- to provide opportunities for group work

Materials

- Overhead Projector
- Wall maps or atlases of Asia
- Textbooks

Time and Suggested Sequence of Activities

Each of the unit's five lessons can be integrated into your curriculum where it best suits your needs. However, we do recommend that you teach the entire unit as a whole. The following suggested sequence of activities will give you an idea of how the unit has been designed. While *Mapping Asia* teaches many important skills and ideas, the unit is not exhaustive.

- *Lesson One (suggested teaching time: 1 class period):*
  Through small group work, students will be introduced to key geographical terms that are important for communicating geographical ideas.
- *Lesson Two (suggested teaching time: 1-2 class periods):*
  This lesson focuses on the political and geographical changes in Asia. After locating and defining Asia, students will be given map hunt clues which they, in teams, should try to answer as quickly as possible.
- *Lesson Three (suggested teaching time: 2-3 class periods):*
  Students will explore the complex meanings of the word "Asia," and look into its religious diversity. They will be introduced to the concept of region, and natural, political and cultural boundaries.

- *Lesson Four (suggested teaching time: 1 class period):*
  As in Lesson Two, students will be given map hunt clues to answer, this time focusing on physiographic features of Asia. At the end of the activity, each student will label the physiographic feature on the class map.

- *Lesson Five (suggested teaching time: 2-3 class periods):*
  In this lesson, students will learn and use latitude and longitude to locate Asian capitals. By comparing the climates of certain locations in Asia, they will be able to understand how various factors affect the climates of Asia. The lesson concludes with an activity in which students create their own map of Asia.

California Model Curriculum Standards

Mapping Asia meets the following Model Curriculum Standards for World History, Culture, and Geography as adopted by the California State Board of Education:

A course should:

- develop the student's knowledge of physical and place-name geography and encourage relation of that knowledge to specific historical or contemporary events and conditions. Students should be encouraged to identify the major mountain ranges, arid regions, rivers, seas, islands, straits, etc., in order to show how they have affected the course of it's history and development in various periods.

- emphasize the relationships among cultures, topography, climate, soils, etc., and historical development, notably the effect of specific geographical features, both negative and positive, on human communications and contact, and on economic productivity.

- provide opportunities for students to develop basic, creative, critical thinking, and interpersonal or social skills.

Mapping Asia also addresses the following *themes* as developed by the Association of American Geographers and the National Council for Geographic Education:

- *Location--Position on the Earth's Surface:*
  Absolute and relative location are two ways of describing the positions of people and places on the earth's surface.

- *Place—Physical and Human Characteristics:*
  All places on the earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Geographers generally describe places by their physical or human characteristics.

- *Relationships Within Places—Humans and Environments:*
  All places on the earth have advantages and disadvantages for human settlement.

- *Regions—How They Form and Change:*
  The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria.

Icons

For easier reference the following icons are used throughout the unit:

Notes to the Teacher

Background Information

Homework

Small Group Activity

Student Card

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Lesson One

GETTING ORIENTED TO GLOBES AND MAPS

Introduction

In this lesson students will learn the key geographical terms used throughout this unit that are important for communicating geographical ideas. These terms will be learned through verbal and visual thinking.

Objectives

- to define 27 geographical terms and draw a map illustration for each
- to locate on the world map:
  - the compass rose
  - the equator and tropics
  - the seven continents and four oceans
  - the Arctic and Antarctic circles

Materials

- An Overhead Projector
- Handout 1A, *Blank World Map*, one per group of 3-5 students
- Transparency 1A, *World Map—Answer Key*
- Transparency of Handout 1A, *Blank World Map*, optional
- Handout 1B, *List of Geographical Terms*, one per group of 3-5 students
- Transparency 1B, *List of Geographical Terms—Answer Key*

Time

Suggested teaching time for this lesson: 1 class period

Suggested Procedure

1. Distribute Handout 1A, *Blank World Map*, to the students. Write the following geographical terms on the board and tell them they have ten minutes to label these on their maps in pencil as accurately as possible:
   - the four directions

- the prime meridian, equator, Tropic of Cancer, & Tropic of Capricorn
- the seven continents
- the four oceans
- the Arctic and Antarctic circles

Explain to the students that they are not to look in their atlases or books for assistance. This is simply a pre-test to find out what they need to learn.

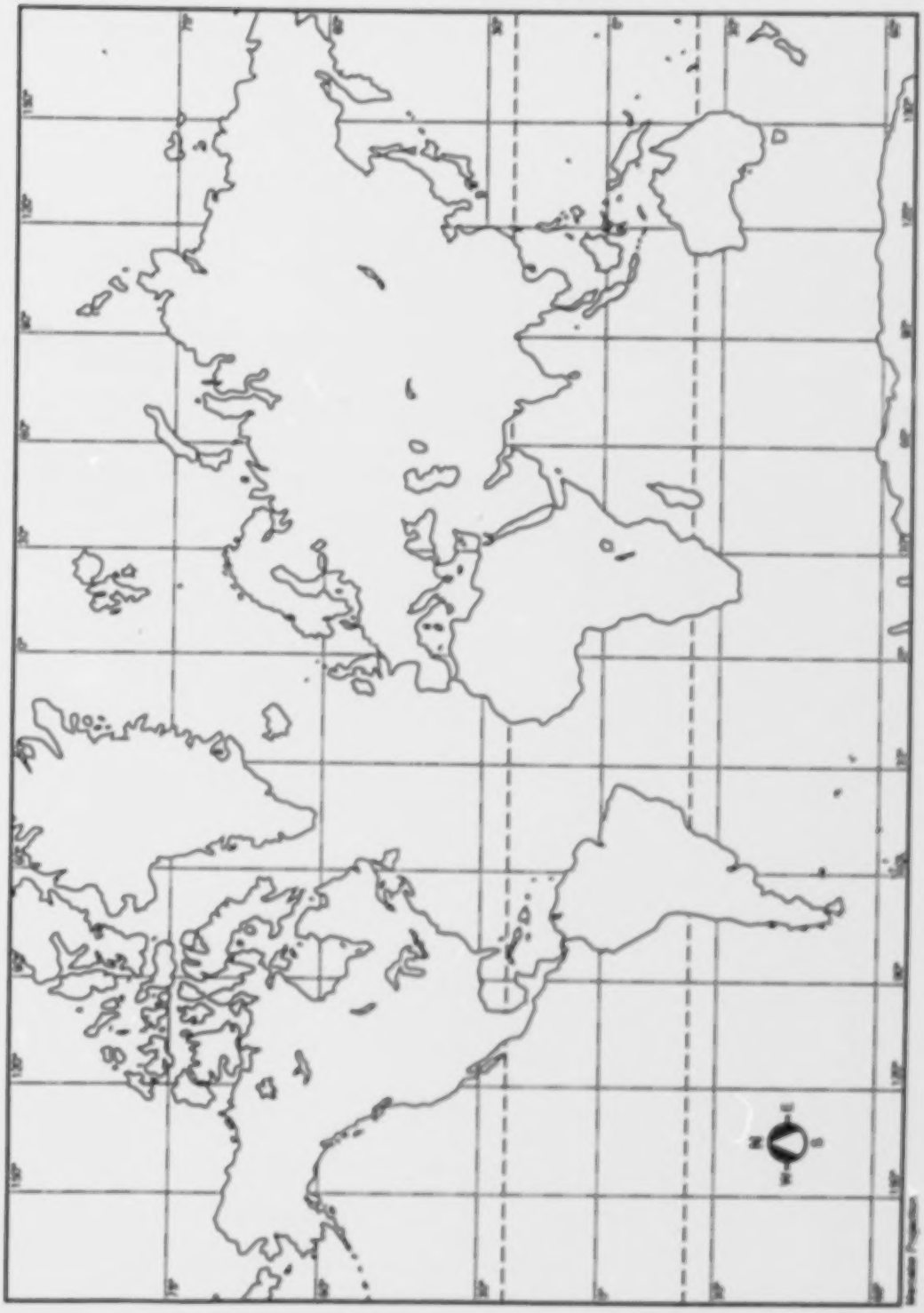
2. After students have the opportunity to review their basic geography terms by consulting one another, project Transparency 1A, *World Map—Answer Key*. Or you may want to project a transparency of Handout 1A, *Blank World Map*, and label the transparency step-by-step. Note that Transparency 1A, *World Map—Answer Key* has the oceans and continents numbered according to size.

3. Divide the class into groups of three to five students and distribute a copy of Handout 1B, *List of Geographical Terms* to each group. Assign the students in each group the roles of recorder, facilitator and graphic artist. Ask each group to develop a definition for the geographical terms in the space provided without using dictionaries. Groups that finish early should begin to draw map illustrations in the appropriate space to represent the geographical term. If they know an Asian example of a geographic term they should write it down. Otherwise they should not write anything in that section.

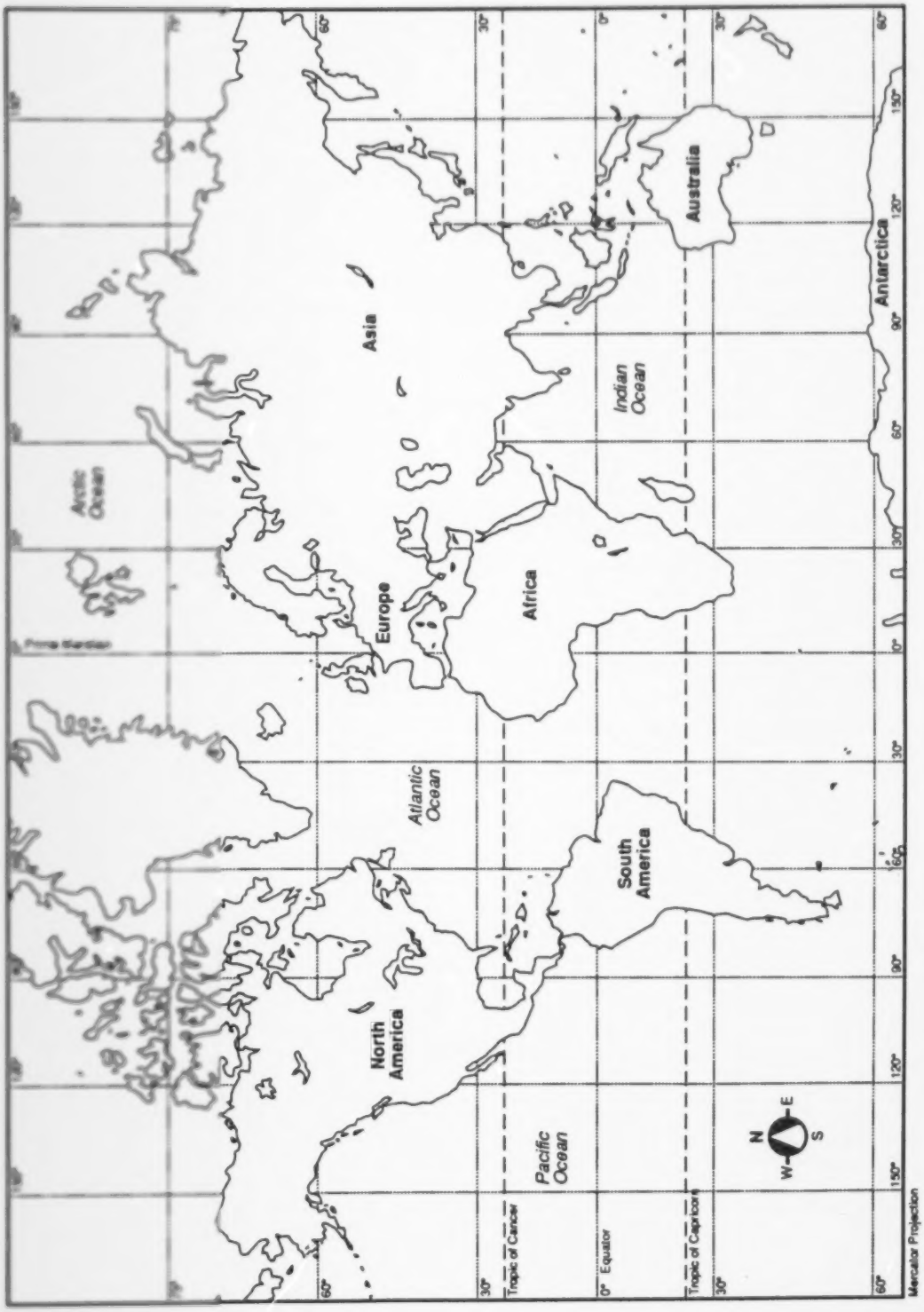
4. When students have finished their group work, reconvene the class and review their progress. Project Transparency 1B, *List of Geographical Terms—Answer Key*. Cover the transparency and ask students: "What was your definition for archipelago?" After brief discussion uncover the first term on the answer key. Have students write in the definition (if significantly different from the one their group developed) and an Asian example. Continue this process until all 27 terms have been completed.

5. Finally, if there is time, have students draw their illustrations for geographical terms on the board. There are at least two ways to do this: 1) you could identify a term (e.g. bay) and have each group draw their illustration of a bay. Then the class as a whole could vote on which is the best illustration; or 2) you could ask a group to draw an illustration without telling the class which term it is. Students should then guess what the term identifies.

Blank World Map



WORLD MAP—ANSWER KEY



LIST OF GEOGRAPHICAL TERMS

(1 of 2)

TERM	DEFINITION	EXAMPLE	ILLUSTRATION
archipelago			
basin			
bay			
canal			
delta			
desert			
gorge			
gulf			
harbor			
hill			
island			
isthmus			
lagoon			
lake			

List of Geographical Terms

(2 of 2)

TERM	DEFINITION	EXAMPLE	ILLUSTRATION
mountain			
mountain range			
ocean			
peninsula			
plain			
plateau			
river			
sea			
strait			
tributary			
valley			
volcano			
waterfall			

List of Geographical Terms—Answer Key

(1 of 3)

TERM	DEFINITION	EXAMPLE
archipelago	a group of many islands	Indonesia
basin	a hollow or enclosed place containing water; the region drained by a river	Damascus Basin (Syria)
bay	an inlet of the ocean or part of the ocean surrounded by land	Bay of Bengal (Northeast Indian Ocean)
canal	a human-made channel filled with water and used for navigation, irrigation, or drainage	Da Yunhe (China)
delta	triangular silt formed land at the mouth of a river	Tigris Euphrates Delta (Syria, Iraq)
desert	a large area of land with little or no moisture or vegetation	Gobi (Shamo) (Mongolia)
gorge	a narrow ravine (small, steep-sided valley)	Sanxia, or the Three Gorges of the Yangtze River (China)
gulf	a large body of water bigger than a bay and surrounded on three sides by land	Persian Gulf
harbor	a sheltered body of water where ships anchor	Calcutta (India)
hill	a usually rounded elevation of land	Chuvin Hills (Nepal)

LIST OF GEOGRAPHICAL TERMS—ANSWER KEY

(2 of 3)

TERM	DEFINITION	EXAMPLE
island	an area of land surrounded by water	Bali (Indonesia)
isthmus	a narrow piece of land joining two larger bodies of land	Kra (connects central and southern part of Malay Peninsula with the northern part and the mainland of Asia)
lagoon	a shallow area of salt water separated from the open sea by a bank, sandbar, or reef	Kokkilai Lagoon (Sri Lanka)
lake	an inland body of water	Xi Hu [West Lake] (China)
mountain	a high elevation of the earth's surface	Mount Everest (Nepal, Tibet)
mountain range	a series of connecting mountains	Ural Mountains (former Soviet Union, especially Kazahkstan)
ocean	any one, or all, of the four largest connecting bodies of salt water on the earth's surface	Pacific Ocean
peninsula	a piece of land surrounded on three sides by water	Malay Peninsula (Malaysia)

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LIST OF GEOGRAPHICAL TERMS—ANSWER KEY

(3 of 3)

TERM	DEFINITION	EXAMPLE
plain	a large flat piece of land	West Siberian Plain (former Soviet Union)
plateau	a large level area raised above adjacent land on at least one side	Assam Plateau (Bangladesh)
river	a large stream of water of natural origin	Yellow River (China)
sea	a large body of water partly or nearly surrounded by land, smaller than an ocean	Black Sea
strait	narrow waterway connecting two larger bodies of water	Strait of Malacca (Malaysia)
tributary	a stream that flows into a larger stream or lake	Yamuna, Ganges River (India)
valley	the land between hills or mountains usually containing a stream or river	Mekong Valley (Southern Laos and Eastern Cambodia)
volcano	a vent in the earth's crust through which molten material is erupted and is solidified forming a conical-shaped mountain	Mayon Volcano (Philippines)
waterfall	a very steep descent of the water of a stream	Kegon, Daiya (Japan)

Lesson Two

COUNTRIES OF ASIA

Introduction

This lesson focuses on the political geography of Asia. After locating and defining Asia, students will be given map hunt clues which they, in teams, should try to answer as quickly as possible.

Objectives

- to locate and define the continent of Asia
- to use an atlas to locate and label Asia's countries, islands, and archipelagos.
- to improve understanding of location
- to improve map reading skills
- to work together in groups on a common activity

Materials

- An Overhead Projector
- Atlases
- Handout 2A, *Blank Political Map of Asia*
- Transparency of Handout 2A, *Blank Political Map of Asia*
- Transparency 2A, *Political Map of Asia—Answer Key*, optional
- Handout 2B, *Political Map Hunt Clues*, one set per team
- Handout 2C, *Political Map Hunt—Answer Page*
- Transparency 2B, *Political Map Hunt—Answer Key*
- Teacher's Guide 2A, *Political Map Hunt—Answer Key*

Time Suggested teaching time for this lesson: 1—2 class periods

Suggested Procedure

1. Review with your class the list of seven continents. Ask them where Asia is located. Do not point out individual countries to the students at this time. They will discover the names and locations of specific countries during the exercise explained below. Point out to students that when defining Asia as a *continent*, natural or physical boundaries are used.

2. Project the Transparency of Handout 2A, *Blank Political Map of Asia.* Explain to the students that Asia is the largest of all continents with an area of 44,444,100 km. sq. (17,159,995 mi. sq.), or about 33% of the world's total land surface. The border between Europe and Asia is an imaginary line passing down the spine of the Ural Mountains and through the Caspian Sea, Caucasus Mountains, and Black Sea. The division between Asia and Africa is placed along the Suez Canal, while that of Asia and Australasia is between the island of New Guinea andAustralasia. Turkey is part of Asia, but has a small section on the European continent. Point out that Asia and Europe are not really separate continents, and the part where the two continents meet is sometimes called "Eurasia." Also, the parameters or boundaries of the continent have often been a matter of debate and headache for geographers.

The former Soviet Union has become an alliance of fifteen sovereign, independent states. After the USSR collapse, the former Soviet republics created the Commonwealth of Independent States, with a government seat at the Belarus capital of Minsk. The Russian republic, led by President Boris Yeltsin, has assumed all functions of the previous central government (except for defense and nuclear energy). Russia has also taken over the USSR's seat on the United Nations Security Council.

These political changes mark the end of the Soviet Union's position as an international super power. Once the world's largest country, its geographical area (8,582,400 sq. mi.) covered 2/5 of the Eurasian continent and included a population of 283,025,000 people (as well as the Baltic States) in 1991. It encompassed 15 union republics, 20 autonomous republics, 8 autonomous regions, 10 autonomous districts, 6 territories, and 123 regions. The Soviet Union has been called "the last great world empire."

The USSR was formed December 30, 1922, and officially ended when leader Mikhail Gorbachev resigned on December 25, 1991. The country's dissolution began with an unsuccessful coup attempt on August 18 of the same year.

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3. Prepare the Political Map Hunt Clues (Handout 2B, *Political Map Hunt Clues*, one set per team) by copying Handout 2B and cutting out the clue cards along the dotted lines. Paste the clues onto index cards. One set of map hunt clues should be made for each team. You will be able to reuse the cards.

4. Divide your class into groups of four or five students. Distribute a set of clues and a copy of Handout 2C, *Political Map Hunt—Answer Page*, to each group. Tell them that, as a team, they should try find the answers to the clues as quickly as possible. The questions and answer should be written on the answer page. Each correct answer is worth one point; the team with the most correct answers can be declared the winner of the activity. (Students may ask if there can be more than one winner. The answer is yes—the correct answers are important, the speed at which a team arrives at these answers is inconsequential—but do not tell them this until debriefing. Simply repeat the directions.) Students should use their atlases or their textbooks to look for correct answers to the map hunt clues. Tell students that after every five minutes there will be a bargaining session. At this time teams cannot continue to work on answering map hunt clues, but can negotiate an exchange of answers with other teams. Each team is free to choose how to negotiate with other teams.

5. Each team should have members who take on the following roles: recorder, negotiator, and speaker. The recorder writes the answers on Handout 2C. The negotiator is responsible for communicating with other teams. Negotiators may leave their seats to meet with other teams. Speakers are responsible for reading the answers from their worksheets to you while you check for errors. Other roles, such as encourager or harmonizer, timer, and group facilitator may be assigned if students are familiar with such roles.

6. Begin the activity with a negotiating period of one minute. Students will probably not know how to effectively use this time period, but that is all right. The possibility that students will negotiate to work on different problems from the start must be allowed even though it may not happen. (In the debriefing session raise the point that students could have divided up the chore from the beginning.) Next, alternate between work periods (five minutes) and negotiating periods (two minutes) until one team answers every question correctly. When teams decide they are finished, check their answers. If any team has some wrong answers, it should continue working on the questions.

7. Debrief the activity. For example, ask each team how they went about answering the questions and also how they used their negotiating periods.

8. Next, collect all the clue cards and shuffle them. Distribute a copy of Handout 2A, *Blank Political Map of Asia*, to each student. Then give each student one clue and have him or her stand in front of the class, read the clue, give the answer (or look to team members for the answer), and point to the proper location on the transparency of Handout 2A, *Blank Political Map of Asia* or a wall map. Students should then label their maps. Continue this procedure until all the clues have been reviewed and labeled on the map. Ask them to keep their maps—they will use them again in Lesson Three.

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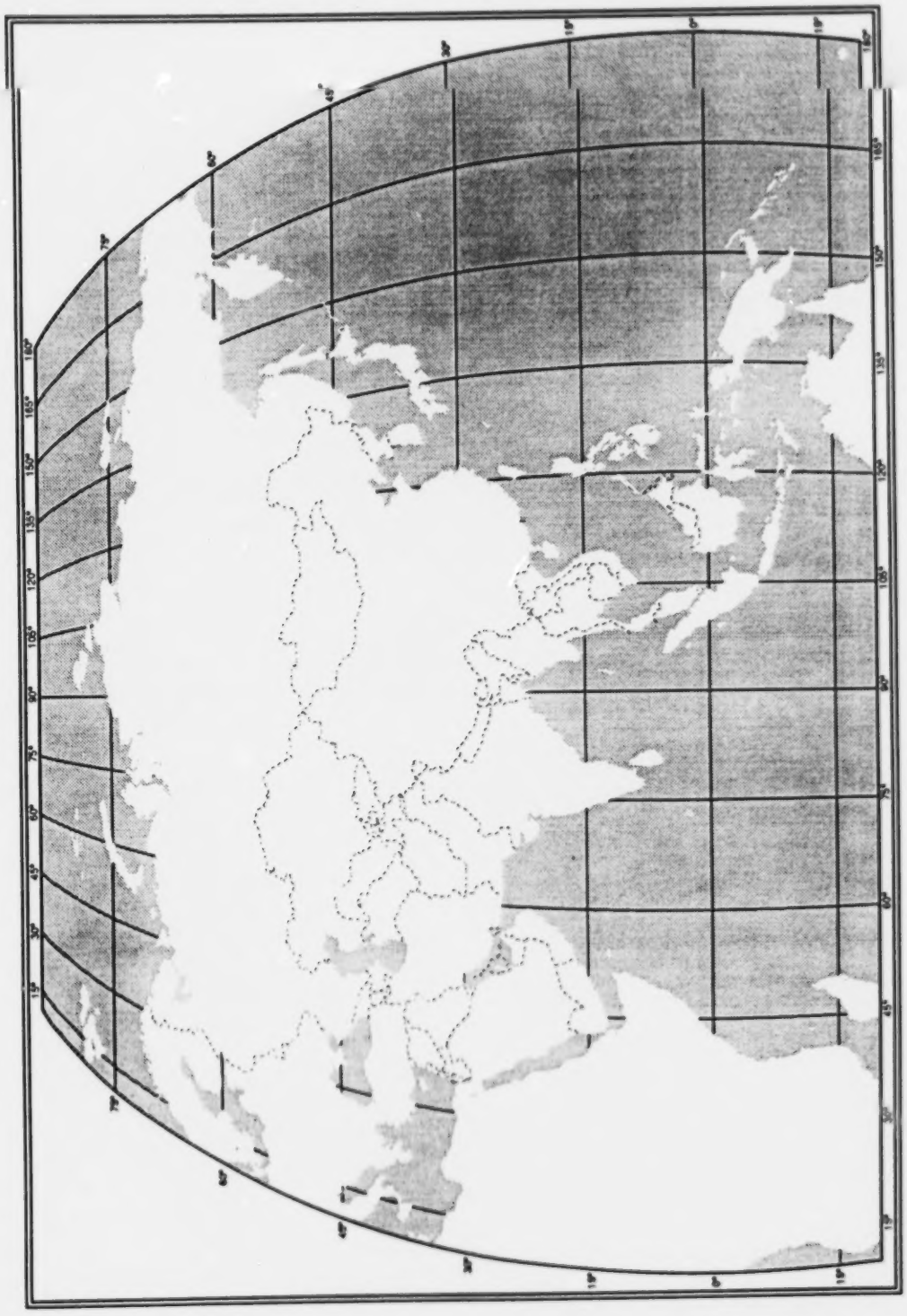
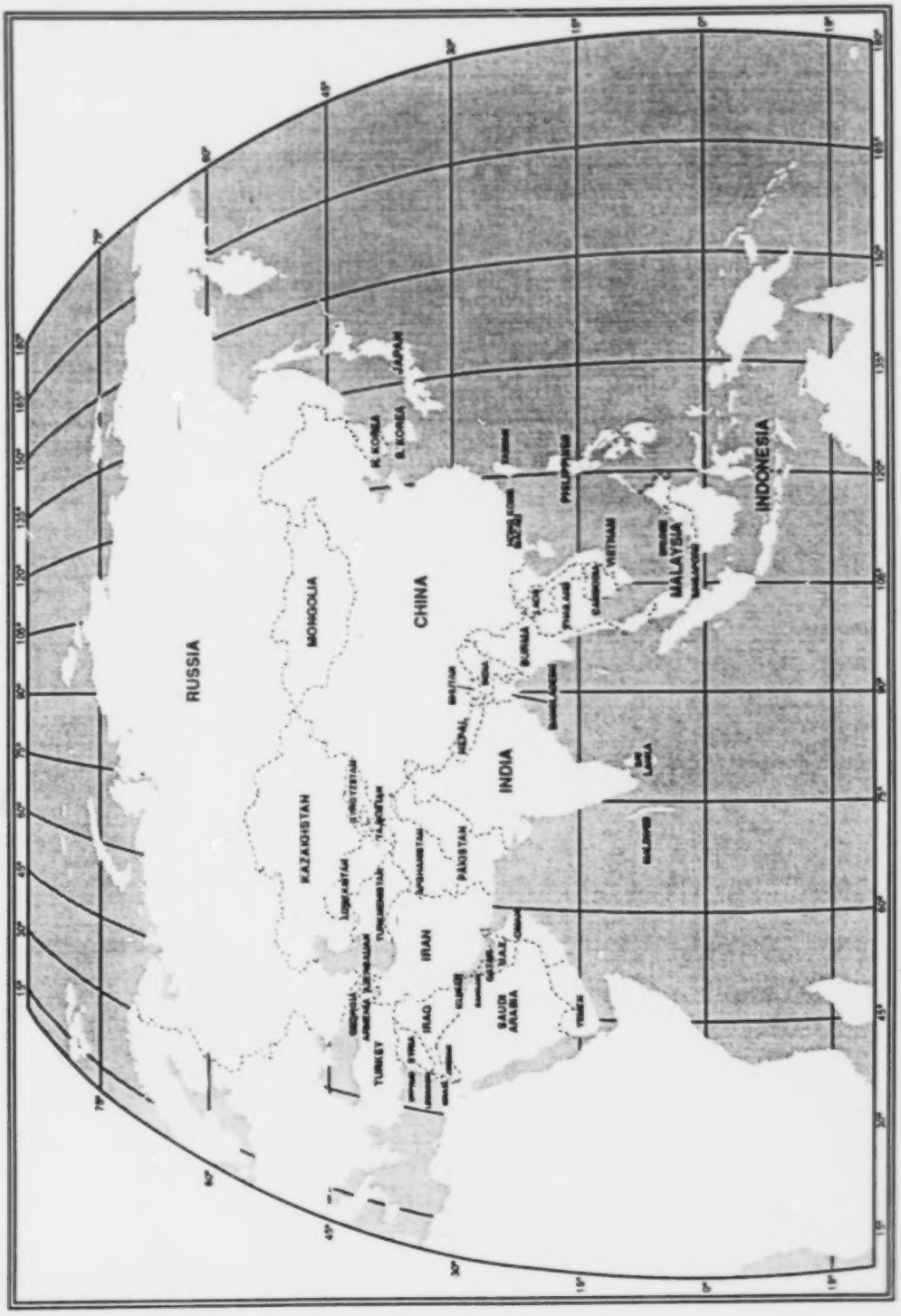
Blank Political Map of Asia



POLITICAL MAP OF ASIA—ANSWER KEY



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POLITICAL MAP HUNT CLUES (1 of 4)

Please cut along the dotted lines and paste onto index cards of appropriate size.

1. What country in Asia lies farthest to the west? Farthest to the east?	2. This nation is bound by China in the south, east and west, and Russia in the north.
3. This country's capital is Baghdad, and much of it is located in Mesopotamia, the region's first civilization based on irrigated agriculture.	4. This former British colony will be handed over to China in 1997. This island-nation is also an excellent natural harbor.
5. Name the largest and most populated country in the Malay Archipelago.	6. This nation was formerly known as Kirghizia.
7. This country is situated in the Indian Ocean and consists of more than 1200 coral islands.	8. Which island-nation is separated from the Malay Peninsula by the Strait of Johor?
9. This country is officially called Kampuchea.	10. This country is officially called Union of Myanmar.

POLITICAL MAP HUNT CLUES (2 of 4)

Please cut along the dotted lines and paste onto index cards of appropriate size.

11. Which country is bordered on the north and west by Iraq, the east by the Persian Gulf, and on the south by Saudi Arabia?	12. Name a landlocked country in Southeast Asia's Indochinese peninsula and whose capital is Vientiane.
13. This nation is a peninsula that extends 100 meters north from the Arabian mainland into the Persian Gulf.	14. Which country contains Islam's two holiest cities, Mecca and Medina, where over 1 million pilgrims visit each year?
15. This country is southwest of the Arabian Peninsula, and its Arabic name translates as "the right hand" or "happiness."	16. This country is bordered by the Dead Sea on the east.
17. Which country's northern borders are formed by the Himalayan Mountains?	18. Damascus is this country's capital. What is its name?
19. Name the island republic located in the eastern Mediterranean Sea.	20. This country was once part of two regions separated by 1000 miles of Indian territory, and its eastern portion has since become Bangladesh.

POLITICAL MAP HUNT CLUES (3 of 4)

Please cut along the dotted lines and paste onto index cards of appropriate size.

21. Which country's capital is Thimphu?	22. Name Asia's smallest country, which is located at the Island of Borneo's north coast.
23. This triangular-shaped country is the second most populous in the world.	24. Since WWI, this country has been divided by the 38th parallel into separately governed territories.
25. Which country has Amman for its capital?	26. Name the island nation in the western part of the North Pacific Ocean, off the coast of East Asia.
27. This Arab republic on the Mediterranean's eastern shores is the only Middle Eastern country with a large Christian community.	28. This nation is composed of a group of more than 7100 islands in the western Pacific Ocean.
29. Which country's territory (93%) is dominated by mountain ranges such as the Pami, Tianshan, and Hisor-Alai?	30. This country faces the South China Sea on its eastern border.

POLITICAL MAP HUNT—ANSWER PAGE

Write the questions and answers to the *Political Map Hunt Clues* below. You don't have to write down the entire question, only enough to remember what the question is asking.

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POLITICAL MAP HUNT—ANSWER KEY

1. Turkey; Russia
2. Mongolia
3. Iraq
4. Hong Kong
5. Indonesia
6. Kyrgyzstan
7. Maldives
8. Singapore
9. Cambodia
10. Burma
11. Kuwait
12. Laos
13. Qatar
14. Saudi Arabia
15. Yemen
16. Israel
17. Nepal
18. Syria
19. Cyprus
20. Pakistan
21. Bhutan
22. Brunei
23. India
24. Korea
25. Jordan
26. Japan
27. Lebanon
28. Philippines
29. Tajikistan
30. Vietnam

POLITICAL MAP HUNT—ANSWER KEY (1 of 2)

1. What country in Asia lies farthest to the west? Farthest to the east? *(Turkey; Russia)*
2. This nation is bound by China in the south, east, and west, and Russia in the north. *(Mongolia)*
3. This country's capital is Baghdad, and much of it is located in Mesopotamia, the region's first civilization based on irrigated agriculture. *(Iraq)*
4. This former British colony will be handed over to the Chinese in 1997. This island-nation is also an excellent natural harbor. *(Hong Kong)*
5. Name the largest and most populated country in the Malay Archipelago? *(Indonesia)*
6. This nation was formerly known as Kirghizia. *(Kyrgyzstan)*
7. This country is situated in the Indian Ocean and consists of more than 1200 coral islands. *(Maldives)*
8. Which island-nation is separated from the Malay Peninsula by the Strait of Johor? *(Singapore)*
9. This country is officially called Kampuchea. *(Cambodia)*
10. This country is officially called Union of Myanmar. *(Burma)*
11. Which country is bordered on the north and west by Iraq, the east by the Persian Gulf, and the south by Saudi Arabia? *(Kuwait)*
12. Name a landlocked country in Southeast Asia's Indochinese peninsula and whose capital is Vientiane. *(Laos)*
13. This nation is a peninsula that extends 100 meters north from the Arabian mainland into the Persian Gulf. *(Qatar)*
14. Which country contains Islam's two holiest cities, Mecca and Medina, where over 1 million pilgrims visit each year? *(Saudi Arabia)*
15. This country is southwest of the Arabian Peninsula, and its Arabic name translates as "the right hand" or "happiness." *(Yemen)*

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POLITICAL MAP HUNT—ANSWER KEY (2 of 2)

16. This country is bordered by the Dead Sea on the east. *(Israel)*

17. Which country's northern borders are formed by the Himalayan mountains? *(Nepal)*

18. Damascus is this country's capital. What is its name? *(Syria)*

19. Name the island republic located in the eastern Mediterranean Sea. *(Cyprus)*

20. This country was once part of two regions separated by 1000 miles of Indian territory, and its eastern portion has since become Bangladesh. *(Pakistan)*

21. Which country's capital is Thimphu? *(Bhutan)*

22. Name Asia's smallest country, which is located at the Island of Borneo's north coast. *(Brunei)*

23. This triangular-shaped country is the second most populous in the world. *(India)*

24. Since WWI, this country has been divided by the 38th parallel into separately governed territories. *(Korea; divided into North Korea and South Korea)*

25. Which country has Amman for its capital? *(Jordan)*

26. Name the island nation in the western part of the North Pacific Ocean, off the coast of East Asia. *(Japan)*

27. This Arab republic on the Mediterranean's eastern shores is the only Middle Eastern country with a large Christian community. *(Lebanon)*

28. This nation is composed of a group of more than 7100 islands in the western Pacific Ocean. *(Philippines)*

29. Which country's territory (93%) is dominated by mountain ranges such as the Pami, Tianshan, and Hisor-Alai? *(Tajikistan)*

30. This country faces the South China Sea on its eastern border. *(Vietnam)*

Lesson Three

WHAT IS "ASIA"?

"...All cultures are involved in one another; none is single and pure, all are hybrid, heterogeneous, extraordinarily differentiated, and unmonolithic."
–Edward Said, 1993 (Quote taken from program idea and notes by Eric Rentschler on the occasion of German movies film-showing at the Goethe Institute)

Introduction

People have often referred to things, places, or peoples of Asia under one rubric called Asian. You have Asian cuisine, Asian languages, Asian people, Asian religion. But what does it really mean to say something or someone is Asian? This lesson attempts to explain to students that the word Asia encompasses a large territory of people, culture, history, and natural environment, and that to look at Asia from certain categories might help us better understand the complexity and heterogeneity of Asia, and at the same time discover some commonalities among the Asian peoples.

Objectives

- to clarify the meaning of "Asia" and "Asian"
- to look at how Asia from a regional perspective based on religion
- to become familiar with the cultural diversity of Asians and commonalities of religions in Asia

Materials

- Overhead Projector
- Handout 3A, *Main Geographical and Political Regions of Asia Instruction Card*, one per group
- (from Lesson 2) Transparency 2A, *Political Map of Asia—Answer Key*
- Transparency 3A, *Main Geographical and Political Regions of Asia*
- Handout 3B, *Ethical Teachings from Religions in Asia Instruction Card*, one per group
- Transparency 3B, *Ethical Teachings from Religions in Asia—Answer Key*
- Transparency 3C, *Map of Major Religions in Asia*
- Transparency 3D, *General Similarities Among the Different Religions in Asia*

- Teacher's Guide 3A, *The Five Major Geographical and Political Regions of Asia*
- Teacher's Guide 3B, *Glossary*
- Students will need to use their Handout 2A, *Blank Political Map of Asia*, which they labeled in Lesson Two

Time

Suggested teaching time for this lesson: 2 class periods

Suggested Procedures—Part I

1. Engage the class in a discussion about what it means to be an American. Who is an American? Who defines or determines who is American? What defines an American? Are there distinctions to be made among East Coast, Central, Midwestern, Northern, Southern, or West Coast Americans? The same problem we encounter in defining who an American is can be applied to the question "what or who is Asian?" Try to identify students from Asia and Asian Americans and ask them what it means to be Asian. Do they share the same answers? What about students who are non-Asians, what to them is Asian? After the students have given their answers, explain to them that the word "Asia" comes from an Assyrian word "asu" meaning "east." The ancient Greeks called all the land to the east of their homeland "Asia." Explain to them that the term was gradually extended to include all the countries that now constitute Asia, a decision that was made arbitrarily by "Westerners." In a sense, Asia is only an artificial creation of the Western mind since none of the ancient peoples inhabiting Asia had ever devised a name for their own territory.

2. Divide students into pairs or small groups and write the following terms on the blackboard:

   - Region
   - Cultural Boundary
   - Natural Boundary
   - Political Boundary

   In their pairs, have students define these terms and then list at least two examples of each term. Debrief this activity by recording their responses and their examples on the blackboard. Please refer to Teacher's Guide 3B, *Glossary*, for definitions of these terms.

   Divide the class into 5 small groups and assign each group one of the five geographical and political regions. Distribute Handout 3A to each group. Using almanacs, encylopedias, and textbooks, tell students to spend around 10 minutes looking for the answers to the questions in the handout. After finishing their research, ask each group to report to the whole class the common physical and human (or both) characteristics that make up their region. After all the reports have been given, ask students to point out the differences among the different regions. Then, show Transparency 2A, *Political*

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Map of Asia and superimpose Transparency 3A, *Main Geographical and Political Regions of Asia.*

Inform the students that Southwest Asia and East Asia have been referred to by "Westerners" (i.e. Europeans) as "Middle East" and "Far East," respectively. (Note: the use of these terms again reflect a "Euro-centric" point of view.) Finally, explain that the political boundaries of Asia change from time to time, and have students discuss some reasons why these boundaries may have changed historically. *(Answer: Over time, political events such as wars, invasions, treaty agreements, or popular independence movements have redefined borders. Cite the cases of the former Union of Soviet Socialist Republic breaking up into different independent countries and the peace talks held between Israel and other Palestinian countries as examples of political events.)*

If there are differences in the way the countries are subdivided (e.g., some would put the autonomous regions of China—Tibet, Xinjiang, and Inner Mongolia—under East Asia), tell students that people can use different criteria for determining what constitutes a particular region. For example, politically, Tibet, Xinjiang, and Inner Mongolia would be under East Asia since they, territorially and jurisdically, under China. Culturally, however, Tibet, Xinjiang, and Inner Mongolia would be placed under Northern and Central Asia since their cultures are more similar to the rest of the Northern and Central Asian countries.

Part II

1. Another way to define Asia according to smaller regions is to look at their cultural identities. The cultural identity of an ethnic group is defined by many things, e.g., by the language they speak, the religion they observe, the food they eat. Using the same groups in Part I, distribute Handout 3B, *Ethical Teachings from Religions in Asia Instruction Card.* Tell the groups that they are going to create a skit, poem, or song to convey the message contained in their assigned passage. Give them 20 minutes to preprare their presentation. Then ask each group to share their skit, poem, or song.

   After this activity, ask the students to find a common theme among them. Let them guess where those passages come from, then show Transparency 3B, *Ethical Teachings from Asian Religions—Answer Key.* Discuss the similarities found among the ethical teachings of the different religions. Project Transparency 3C, *Map of Major Religions in Asia.* Explain to the class that among the major religions in Asia, some of them share common beliefs, teachings and practices. Present Transparency 3D, *General Similarities Among the Different Religions in Asia* to show other similarities found among the religions. However, emphasize to the class that while similarities may exist among different religions, fundamental differences also exist among them, even within religions. Some questions you may pose to the students are:

- What are the advantages and disadvantages of a common religion or set of moral or ethical values.
- How do religious beliefs become a source of disunity and disharmony? *(Possible Answers: When a group of people belonging to one religion tries to impose its beliefs on another group of people; when one's religious belief calls for the infliction of physical, mental, or emotional harm on other people.)*

2. Using Transparency 3C, *Map of Major Religions of Asia*, present the cultural boundaries of these major religions. Explain that although there are several other religions in Asia, these could not be included in the present discussion. Next, superimpose Transparency 2A, *Political Map of Asia—Answer Key* from Lesson 2. Ask students to comment on the difference between political and cultural boundaries. (Refer to *Glossary* for definitions.) Point out that in some countries like China, a portion of their people practice Islam and thus share more common cultural traditions with the people living in the Central Asian and Southwest Asian countries than they do the Chinese. The following questions could be presented to the students:

   - How did the religions spread? *(Ans.: Some religions, like Christianity in the Philippines, were spread through the process of colonization and conquest. Other religions, such as Islam in Indonesia or Buddhism in China, were spread by trade or cultural exchange between people. You may present this question to explore further the geographic theme of movement. The movement of people, goods, and ideas help us understand how different places are related to one another.)*
   - Which countries are linked by the movement of religious beliefs and ideas?
   - Should political boundaries be drawn according to cultural boundaries?
   - How could a country with different cultural traditions, say religion, maintain peace and cooperation among the different cultural or ethnic groups?

3. Debrief this lesson by displaying Transparency 3C. Have students color their maps from Lesson Two to show the different regions based on religion in Asia.

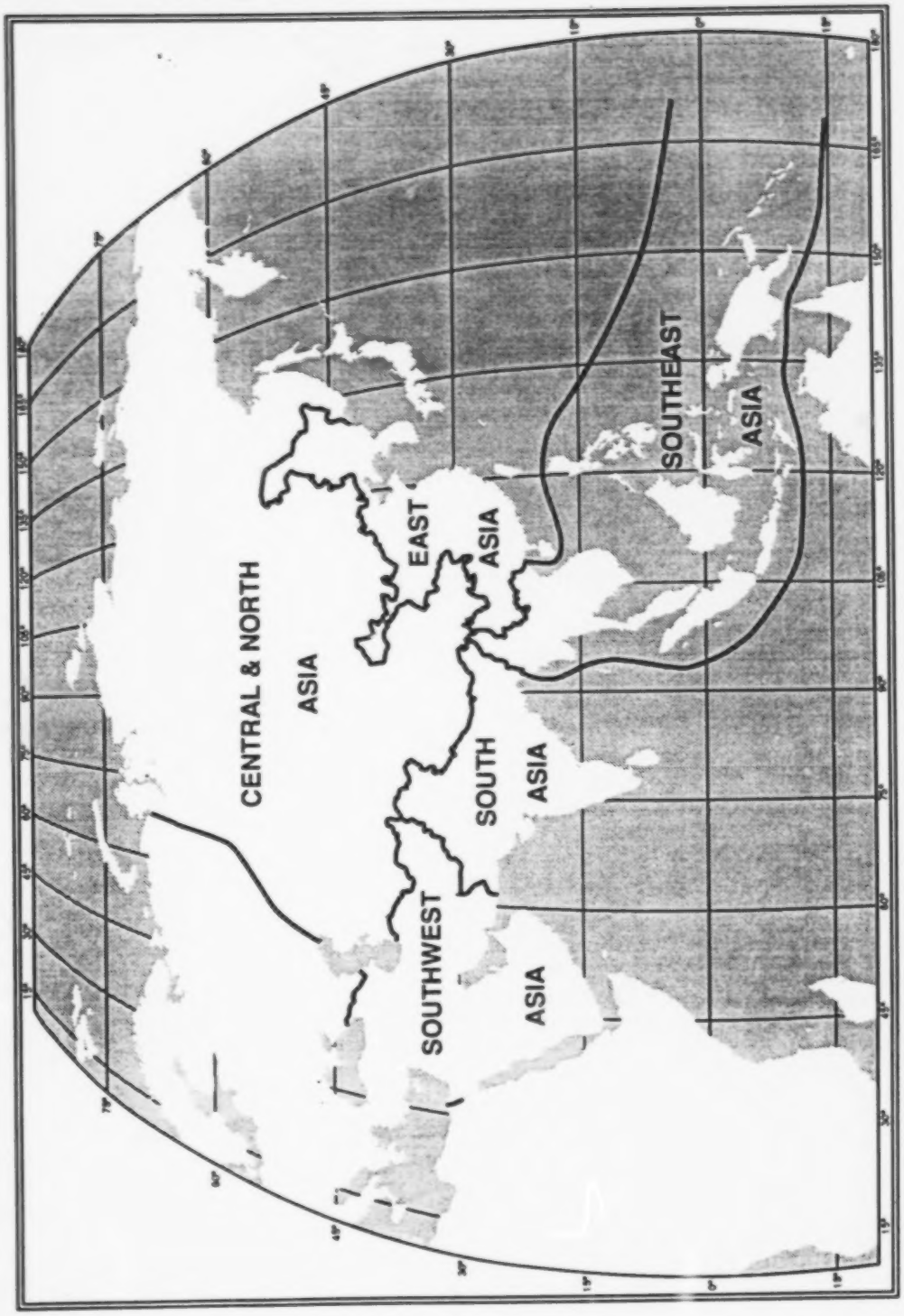
MAIN GEOGRAPHICAL AND POLITICAL REGIONS OF ASIA
INSTRUCTION CARD

Instructions: Using almanacs, encyclopedias, or textbooks, do the following:

List the countries that make up your region. Write down the similar human (e.g., race, language, religion) and physical (e.g., climate, natural resources, topography) characteristics that make up these regions.

When you finish, be prepared to report to the class your findings.

Main Geographical and Political Regions of Asia



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Ethical Teachings from Asian Religions
Instruction Card
Group 1

Instructions: Read the passage below and think of a skit, poem, or song to convey the message of this passage to the class.

THERE WAS ONCE A RICH MAN WHO, HAVING HAD A GOOD HARVEST FROM HIS LAND, THOUGHT TO HIMSELF, "WHAT AM I TO DO? I HAVE NOT ENOUGH ROOM TO STORE MY CROPS." THEN HE SAID, "THIS IS WHAT I WILL DO: I WILL PULL DOWN MY BARNS AND BUILD BIGGER ONES, AND STORE ALL MY GRAIN AND MY GOODS IN THEM, AND I WILL SAY TO MY SOUL: MY SOUL, YOU HAVE PLENTY OF GOOD THINGS LAID BY FOR MANY YEARS TO COME; TAKE THINGS EASY, EAT, DRINK, HAVE A GOOD TIME." BUT GOD SAID TO HIM, "FOOL! THIS VERY NIGHT THE DEMAND WILL BE MADE FOR YOUR SOUL; AND THIS HOARD OF YOURS, WHOSE WILL IT BE THEN? SO IT IS WHEN SOMEONE STORES UP TREASURE FOR HIMSELF INSTEAD OF BECOMING RICH IN THE SIGHT OF GOD.

(Cut across the dotted line)

Ethical Teachings from Asian Religions
Instruction Card
Group 2

Instructions: Read the passage below and think of a skit, poem, or song to convey the message of this passage to the class.

SELL YOUR POSSESSIONS AND GIVE TO THOSE IN NEED. GET YOURSELVES PURSES THAT DO NOT WEAR OUT, TREASURE THAT WILL NOT FAIL YOU, IN HEAVEN WHERE NO THIEF CAN REACH IT AND NO MOTH DESTROY IT. FOR WHEREVER YOUR TREASURE IS, THAT IS WHERE YOUR HEART WILL BE TOO.

Ethical Teachings from Asian Religions
Instruction Card
Group 3

Instructions: Read the passage below and think of a skit, poem, or song to convey the message of this passage to the class.

THOSE WHO EXPEND THEIR WEALTH IN GOD'S WAY MAY BE COMPARED TO A GRAIN THAT SPROUTS SEVEN EARS, IN EVERY EAR A HUNDRED GRAINS. GOD WILL INCREASE FOR WHOM HE PLEASES. FOR GOD EMBRACES ALL AND KNOWS EVERYTHING. THOSE WHO EXPEND THEIR WEALTH IN GOD'S WAY, AND THEN FOLLOW NOT UP WHAT THEY EXPENDED WITH GRUDGING AND THE MAKING OF DISAGREEABLE REMARKS, THOSE SHALL HAVE THEIR WAGE WITH THEIR LORD, AND NO FEAR SHALL COME UPON THEM, NEITHER SHALL THEY GRIEVE.

(Cut across dotted line)

Ethical Teachings from Asian Religions
Instruction Card
Group 4

Instructions: Read the passage below and think of a skit, poem, or song to convey the message of this passage to the class.

YOU MUST LOVE YOUR NEIGHBOR AS YOURSELF.

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ETHICAL TEACHINGS FROM ASIAN RELIGIONS
INSTRUCTION CARD
GROUP 5

Instructions: Read the passage below and think of a skit, poem, or song to convey the message of this passage to the class.

DO NOT DO TO OTHERS WHAT YOU DO NOT WANT THEM TO DO TO YOU.

ETHICAL TEACHINGS FROM ASIAN RELIGIONS—ANSWER KEY

A. There was once a rich man who, having had a good harvest from his land, thought to himself, "What am I to do? I have not enough room to store my crops." Then he said, "This is what I will do: I will pull down my barns and build bigger ones, and store all my grain and my goods in them, and I will say to my soul: My soul, you have plenty of good things laid by for many years to come; take things easy, eat, drink, have a good time." But God said to him, "Fool! This very night the demand will be made for your soul; and this hoard of yours, whose will it be then? So it is when someone stores up treasure for himself instead of becoming rich in the sight of God.

Source: The New Jerusalem Bible: Luke 16-21

B. Sell your possessions and give to those in need. Get yourselves purses that do not wear out, treasure that will not fail you, in heaven where no thief can reach it and no moth destroy it. For wherever your treasure is, that is where your heart will be too.

Source: The New Jerusalem Bible: Luke 33-34

C. Those who expend their wealth in God's way may be compared to a grain that sprouts seven ears, in every ear a hundred grains. God will increase for whom He pleases. For God embraces all and knows everything. Those who expend their wealth in God's way, and then follow not up what they expended with grudging and the making of disagreeable remarks, those shall have their wage with their Lord, and no fear shall come upon them, neither shall they grieve.

Source: The Koran (II, 263-264/261-262)

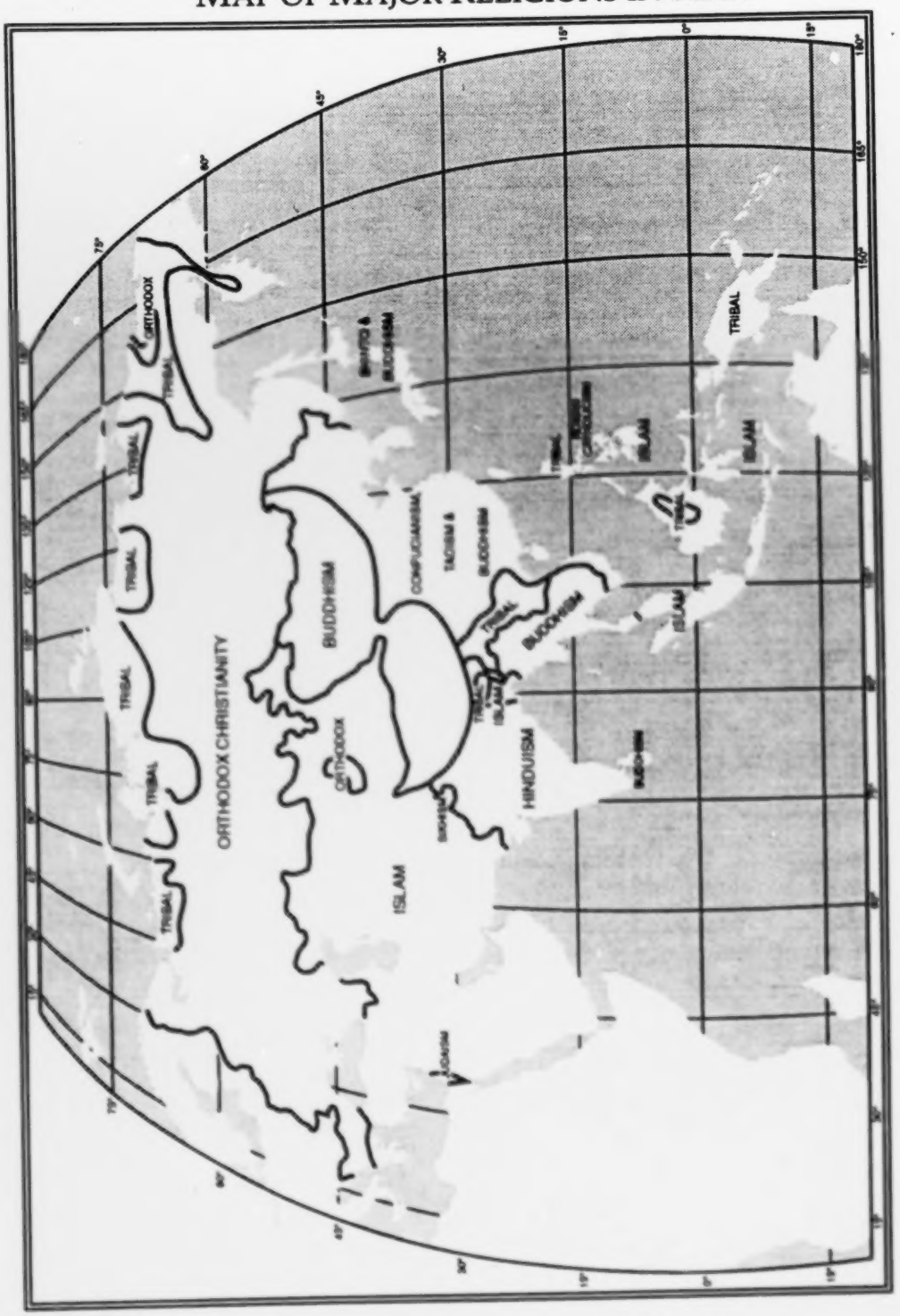
D. You must love your neighbor as yourself.

Source: The New Jerusalem Bible: Mt 22:39

E. Do not do to others what you do not want them to do to you.

Source: Confucius, The Analects, 12:2

MAP OF MAJOR RELIGIONS IN ASIA



General Similarities Among the Different Religions in Asia

Emphasize the authority of the divine in scriptures	Hinduism - the Vedas Christianity - the Bible Islam - the Koran
Belief in a personal God	Christianity and Judaism - Yahweh Hinduism - goddess Kali Islam - Allah
Belief in life after death	Hinduism and Buddhism - reincarnation Christianity and Judaism - divine judgement after death
Leadership of trained specialists	Christianity - priests Judaism - rabbi Buddhism and Hinduism - monks
Pilgrimage	Islam - Mecca Christianity - Jerusalem Buddhism - special temples

THE FIVE MAJOR GEOGRAPHICAL AND POLITICAL REGIONS OF ASIA

1. Southwest Asia - Afganistan, Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, United Arab Emirates, and Yemen, plus Asian Turkey

2. South Asia - Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka

3. East Asia - most of People's Republic of China, Japan, North Korea, South Korea, Hong Kong and Taiwan

4. Southeast Asia - Brunei, Burma (also known as Myanmar), Indonesia, Cambodia (also known as Kampuchea), Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam

4. Central and North Asia - Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, and Uzbekistan, plus Asian Russia (Siberia) and three of the five autonomous regions of China — Inner Mongolia, Xinjiang, and Tibet

Note: Officially, Burma and Cambodia are known as Myanmar and Kampuchea, respectively. For our purposes, we will use their old names.

Source: Academic American Encyclopedia, Vol. 2, 1993.

GLOSSARY

Regions

Regions are a way of organizing information and are defined by common characteristics. In defining a region, people use different criteria. These criteria can be *physical* (e.g., climate, landforms), *human* (e.g., religion, race, language), or both. For example, the countries in Southwest Asia constitute one physical region as they are characterized by deserts. Similarly, they form a human region because the countries of Southwest Asia have a common religion: Islam. From the identification of regions, boundaries can be drawn.

Natural Boundaries

Mountains, lakes, rivers, and deserts are all *natural boundaries*, which keep people from moving easily from one place to another. These natural barriers can also unite people and be easy to defend. For example, the Himalayan Mountains are a natural boundary between Nepal and China, and the Gobi Desert from another boundary between China and Mongolia. The Mekong River forms part of the boundary between Thailand and Laos.

Cultural Boundaries

Cultural boundaries may lie along natural boundaries, but can also exist without them. They are based on cultural and ethnic differences such as language, religion, or traditions. China, with its numerous autonomous regions, has cultural boundaries existing between the Han Chinese and the other ethnically and culturally diverse groups such as the Uighurs and the Mongolians. A lot of the former Soviet Republics contain a majority group of their own people and a sizeable number of Russians. India can also be divided into four major cultural groups.

Political Boundaries

Political boundaries first developed in response to the need for some form of organization to make and enforce rules of behavior or to ensure security. Some political boundaries lie along natural and cultural boundaries. But many do not. Some of the first political boundaries defined the areas ruled by families or smaller communities. As these groups grew larger and more complex, the state emerged as the main political unit. States also use political boundaries to protect their citizens from other countries, either through signed agreements or through armies.

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Lesson Four

LEARNING THE PHYSIOGRAPHIC FEATURES OF ASIA

Introduction

In this lesson students will label 30 physiographic features of Asia on blank maps of Asia using a set of map hunt clues. At the end of the activity each student will answer one clue in front of the class and label the physiographic feature on the class map.

Objectives

- to use an atlas to locate and label 30 physiographic features of Asia
- to improve their map reading skills
- to work together in small groups on a common activity

Materials

- An Overhead Projector
- Atlases
- Handout 4A, *Blank Physiographic Map of Asia*
- Transparency of Handout 4A, *Blank Physiographic Map of Asia*
- Transparency 4A, *Physiographic Map of Asia—Answer Key*

  Handout 4B, *Physiographic Map Hunt Clues*
- Handout 4C, *Physiographic Map Hunt—Answer Page*
- Transparency 4B, *Physiographic Map Hunt—Answer Key*
- Teacher's Guide 4A, *Physiographic Map Hunt—Answer Key*

Time

Suggested teaching time for this lesson: 1 class period

Suggested Procedure

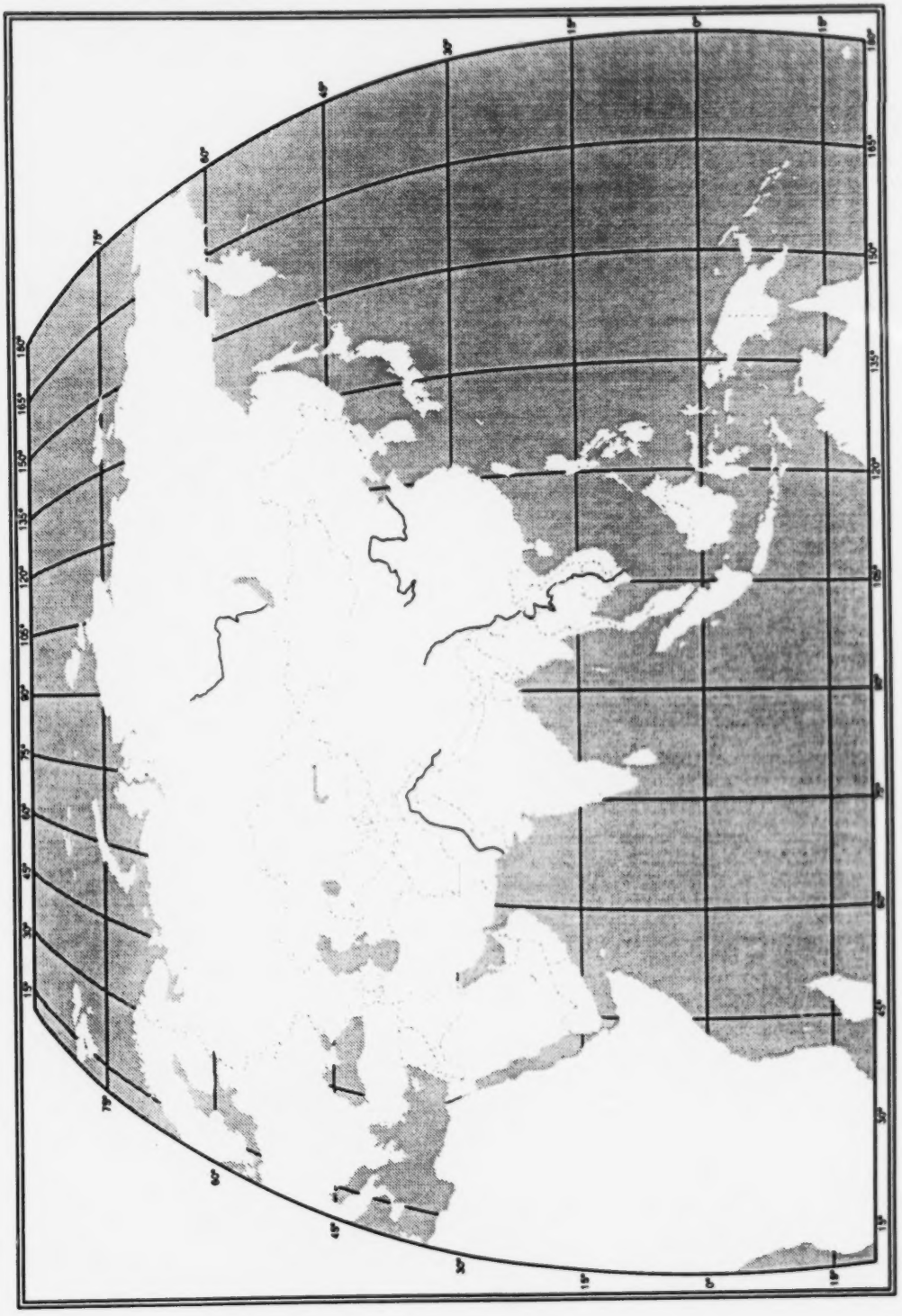
1. Begin the lesson by putting the words "physiographic feature" on the board. Ask students if they can define the words and tell you what the concept means. Explain that "physio" means physical; "graphic" means writing something down or recording it; and "feature" is a particular characteristic of something. Thus a "physiographic feature" is a physical feature of the land such as a lake, mountain, or river recorded on a map. Tell students that they will now be learning the major physiographic features of Asia.

2. Prepare Physiographic Map Hunt Clues (Handout 4B) by cutting out the cards along the dotted lines and pasting them onto index cards. You will be able to reuse the cards.

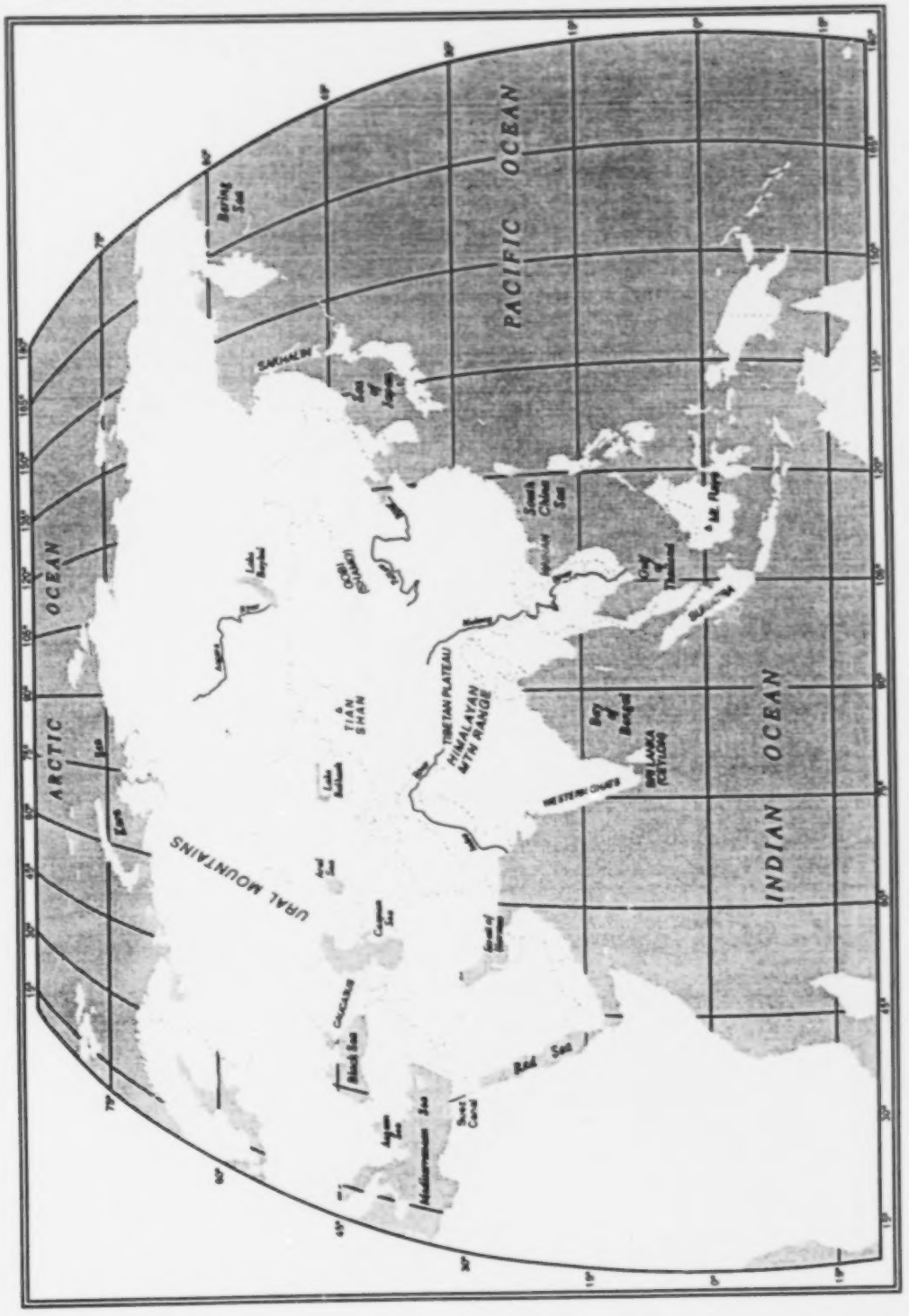
3. Divide the class into pairs and provide each group with a copy of Handout 4A, *Blank Physiographic Map of Asia*, and an atlas opened to a physical map of Asia. Give each student a different map hunt clue and ask the students to find the answers to the questions by using the atlas. The questions and answer should be written on a copy of Handout 4C, *Physiographic Map Hunt—Answer Page*. Next, students should label and draw the physiographic feature on their maps. Finally, students should swap clues and continue the exercise. After going through this process three or four times, students should go to the teacher and have their work corrected. If students have answered a question incorrectly they should try again. The activity should continue until each pair has completed all 30 map hunt clues.

4. When all students are finished, collect the map hunt clues, shuffle them, and distribute one map hunt clue to each student. Ask students to come to the front of the class, read their clues, and by using their finished maps, label the overhead transparency of Handout 4A, *Blank Physiographic Map of Asia*, with the correct physiographic feature. Be sure the students are as accurate as possible when they draw the map symbols so that the entire class can check the accuracy of their maps. Continue this procedure until all the physiographic features have been reviewed and are labeled on the transparency. Transparency 4A, *Physiographic Map of Asia—Answer Key*, and Transparency 4B, *Physiographic Map Hunt—Answer Key*, can be used alternatively for the debriefing.

Blank Physiographic Map of Asia



PHYSIOGRAPHIC MAP OF ASIA—ANSWER KEY



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PHYSIOGRAPHIC MAP HUNT CLUES (1 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size.

1. What is the name of the bay between India and Indochina?	2. Name the world's third largest ocean, which is located in Southern Asia.
3. Into which ocean do the Yenisey, Lena, and Indigirlea rivers empty?	4. What is the name of the sea connecting Japan and the mainland?
5. What is the name of China's longest river?	6. What is the name of the sea connecting Africa and Saudi Arabia?
7. Into which sea does the Mekong River in Southeast Asia flow?	8. What is the name of the desert that covers most of Mongolia?
9. This river forms the boundary between Laos and Burma, and part of the boundary between Laos and Thailand.	10. What mountain chain separates Europe from Asia?

PHYSIOGRAPHIC MAP HUNT CLUES (2 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size.

11. This is the world's largest (12,160 sq. mi.) freshwater lake and the world's deepest (5,714 ft) lake.	12. What is the name of the island that lies west of Indonesia?
13. What is the name of the island-nation located in southeast India?	14. Which mountain extends from the Black Sea to the Caspian Sea ?
15. Among which three seas is Turkey located?	16. What is the name of the gulf between Indochina and the Malay Peninsula?
17. This river is the longest of the Himalayan rivers, and was the site of the earliest South Asian civilization.	18. What is the largest plateau in China?
19. Name the sea located in Asia's northeast corner.	20. What is the name of the island north of Japan? (Not one of the country's four main islands)

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PHYSIOGRAPHIC MAP HUNT CLUES (3 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size (3 of 3).

21. Name the island located at the southern tip of China in the South China Sea.	22. What is the name of the strait connecting Iran and the United Arab Emirates?
23. What is the name of the long, crescent-shaped lake in southeast Kazakhstan?	24. What is the name of the largest and highest mountain in Borneo, Indonesia?
25. Mt. Everest is the world's highest point. In which mountain range is it located?	26. Which mountain in China lies northeast of Taklamakan?
27. What is the world's largest body of water located east of the Philippines.	28. Which sea connects Novaya Zemlya and mainland Russia?
29. Which man-made waterway forms the border between Asia and Africa?	30. Name the mountain located in western India.

PHYSIOGRAPHIC MAP HUNT—ANSWER PAGE

Write the questions and answers to the *Physiographic Map Hunt Clues* below. You don't have to write the entire question, only enough to remember what the questions are asking.

1. _____
2. _____
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PHYSIOGRAPHIC MAP HUNT—ANSWER KEY

1. Bay of Bengal
2. Indian Ocean
3. Arctic Ocean
4. Sea of Japan
5. Yellow River
6. Red Sea
7. South China Sea
8. Gobi (Shamo)
9. Mekong River
10. Ural mountains
11. Lake Baykal
12. Sumatra
13. Sri Lanka (Ceylon)
14. Caucasus
15. Mediterranean Sea ,Aegean Sea , and Black Sea
16. Gulf of Thailand
17. Indus River
18. Plateau of Tibet
19. Bering Sea
20. Sakhalin
21. Hainan
22. Strait of Hormuz
23. Lake Balkhash
24. Mt. Raya
25. Himalayan Mountain Range
26. Tian Shan
27. Pacific Ocean
28. Kara Sea
29. Suez Canal
30. Western Ghats

PHYSIOGRAPHIC MAP HUNT—ANSWER KEY (1 of 2)

1. What is the name of the bay between India and Indochina? *(Bay of Bengal)*
2. Name the world's third largest ocean, which is located in Southern Asia. *(Indian Ocean)*
3. Into which ocean do the Yenisey, Lena, and Indigirlea rivers empty? *(Arctic Ocean)*
4. What is the name of the sea connecting Japan and the mainland? *(Sea of Japan)*
5. What is the longest river in China? *(Yellow River [Huang He])*
6. What is the name of the sea connecting Africa and Saudi Arabia? *(Red Sea)*
7. Into which sea does the Mekong River in Southeast Asia flow? *(South China Sea)*
8. What is the name of the desert that covers most of Mongolia? *(Gobi [Shamo]).*
9. This river forms the boundary between Laos and Burma, and part of the boundary between Laos and Thailand. *(Mekong River)*
10. What mountain chain separates Europe from Asia? *(Ural Mountains)*
11. This is the world's largest (12,160 sq.mi.) freshwater lake and the world's deepest (5,714 ft.) lake. *(Lake Baykal)*
12. What is the name of the island that lies west of Indonesia? *(Sumatra)*
13. What is the name of the island-nation located in southeast India? *(Sri Lanka [Ceylon])*
14. What mountain extends from the Black Sea to the Caspian Sea? *(Caucasus)*
15. Among which three seas is Turkey located? *(Mediterranean Sea, Aegean Sea, and Black Sea)*
16. What is the name of the gulf between Indochina and the Malay Peninsula? *(Gulf of Thailand)*

PHYSIOGRAPHIC MAP HUNT—ANSWER KEY (2 of 2)

17. This river is the longest among the Himalayan rivers, and was the site of the earliest South Asian civilization. *(Indus River)*

18. What is the largest plateau in China? *(Plateau of Tibet)*

19. Name the sea located in Asia's north-east corner. *(Bering Sea)*

20. What is the name of the island north of Japan? [Not one of the country's four main islands] *(Sakhalin)*

21. Name the island located at the southern tip of China in the South China Sea. *(Hainan)*

22. What is the name of the strait connecting Iran and the United Arab Emirates? *(Strait of Hormutz)*

23. What is the name of the long, crescent-shaped lake in southeast Kazakhstan? *(Lake Balkhash)*

24. What is the name of the largest and highest mountain in Borneo, Indonesia? *(Mt. Raya)*

25. Mt. Everest is the world's highest point. In which mountain range is it located? *(Himalayan)*

26. Which mountain in China lies northeast of Taklamakan? *(Tian Shan)*

27. What is the world's largest body of water located east of the Philippines? *(Pacific Ocean)*

28. Which sea connects Novaya Zemlya and mainland Russia? *(Kara Sea)*

29. Which man-made waterway forms the border between Asia and Africa? *(Suez Canal)*

30. Name the mountain located in western India. *(Western Ghats)*

Lesson Five

ASIAN CLIMATE

Introduction

This lesson defines climate and examines the various factors that cause and affect climate. Latitude, winds, ocean currents, altitude, precipitation and nearness to land and water are also considered.

Objectives

- to use latitude and longitude to map Asia's capital cities
- to identify major determinants of climate in Asia
- to examine the relationships between latitude, longitude, and climate
- to gain insight into the interaction of climate, land forms and natural vegetation

Materials

- An Overhead Projector
- Atlases
- Wall Map of Asia, from Handout 2A, *Blank Political Map of Asia*
- Handout 5A, *A Selection of Capitals and Climates of Asia*, per group
- Teacher's Guide 5A, *A Selection of Capitals and Climates of Asia—Answer Key*
- Handout 5B, *Political Map of Asia with capital cities*
- Handout 5C, *Map of Precipitation*, optional, per group
- Handout 5D, *Map of Climates*, optional, per group
- Handout 5E, *Creating Map of Asia Instruction Card*, one per group

Time

Suggested teaching time for this lesson: 2 to 3 class periods

Suggested Procedure

Teacher Preparation

For the culminating activity of this lesson, you will be asking the class to create their own map of Asia. To do this, project a transparency of Handout 2A, *Blank Political Map of Asia*, on a large poster board or butcher paper and trace the boundaries of the different countries. Make two of these. With the first one, cut out the different countries. The cut-outs of the different countries will be distributed to the students. The second one will be used to paste the cut-outs.

This lesson is broken down into two parts and can be completed in two separate class periods.

Part I

1. Explain that guidelines are drawn around the globe running east and west. They are all parallel to the equator. These lines are called parallels of latitude. They are used to measure distances north and south of the equator. The equator is 0 degrees latitude. The North Pole is 90 degrees north latitude and the South Pole is 90 degrees south latitude.

2. Explain that guidelines are also drawn on the globe running north and south. These lines are called lines of longitude. They are used to measure distances east and west around the globe. Longitude is measured in 30 degree segments. The prime meridian is 0 degrees. It runs through part of England and Africa. The international dateline is 180 degrees east of the prime meridian; 180 degrees west is also the International Dateline. There are 360 degrees around the entire world.

3. Explain that every point on the earth's surface has both a parallel of latitude and a line of longitude. For example, Colombo, Sri Lanka is located at 6.54 degrees north latitude and 79.5 degrees east longitude; Riyadh, Saudi Arabia is located at 24.4 degrees north latitude and 46.4 degrees east longitude.

4. Explain that if you know the latitude and longitude of any point on the earth's surface, you will be able to locate it on a map.

5. Divide students in pairs or small groups, and distribute a copy of Handout 5A, *A Selection of Capitals and Climates of Asia*, and Handout 5B, *Political Map of Asia* to each group. Have students use latitude and longitude to locate Asian capitals and their respective countries on their maps and have them list the capitals and maps on Handout 5A.

Part II

1. Explain that there are many factors which affect climate. The most important factor is the earth's position in relation to the sun. Point out that latitude or the distance from the equator affects the climate. The earth's tilt on its axis (23.5 degrees) affects the distribution of heat and light. The parts of the earth tilted away from the sun receive less heat and light. These are the parts that are closest to the North Pole (90 degrees north latitude) and the South Pole (90 degrees south latitude). The parts tilted towards the sun receive more heat and light. These are the parts that are close to the equator (0 degrees latitude).

2. Write the following on the board as you explain that there are other factors that act to moderate the influence of latitude on climate:

   • Altitude • Ocean Currents • Wind Currents

   • Nearness to Land and Water • Precipitation

   Explain that none of these factors works alone, but rather in combination with one another. The moderating factors may themselves be influenced by physiographic features such as mountains. Briefly review how each factor affects climate:

   - Temperature falls 3.6 degrees Fahrenheit (2.0 degrees Celsius) for each thousand feet of altitude.
   - Cold or warm ocean and wind currents cool or warm the lands they pass by.
   - Large bodies of water warm up and cool down more slowly than land. The warm or cool air over the water blows onto the land, raising or lowering the air temperature.
   - The amount of moisture in the air or precipitation, such as rain or snow, is as important as temperature in determining climate, land use, and lifestyle.

3. Explain that there is a wide range of climates within Asia. To demonstrate the impact of altitude on climate in Asia, contrast the climate of the Himalayas with the plains of South Asia. Ask a student to locate Kathmandu, Nepal and Delhi, India on a wall map. Note that although they are at similar latitudes (Katmandu is at 27.5 N and Delhi is at 28.4 N), their altitudes are very different (Katmandu's altitude is 4388 feet [1338 meters] and Delhi's altitude is 708 feet [216 meters]). As a result, their average temperatures vary greatly, with Katmandu at an average of 65 degrees Fahrenheit (19 degrees Celsius) and Delhi at 77 degrees Fahrenheit (25 degrees Celsius). This

phenomenon is called altitudinal zonality, which means that temperature drops as altitude increases.

4. Tell students that the proximity of marine air, as well as altitudinal differences, contributes to the difference in climate between western and eastern Asia. Air from the Atlantic Ocean is transformed into continental air after passing over Europe or Africa, but it only affects Asia's eastern edge because of the mountains' isolating effect and the air's eastward movement. In comparison, north Asia is much colder, because not only is it uninfluenced by the Atlantic Ocean's air currents, but also it has no mountain barriers to protect it from the icy Arctic Air. Maritime air also contributes to the Asia's varied precipitation distribution pattern. There is uniform moisture in equatorial zones, and maximum summer rainfall and minimum winter rainfall in subequatorial zones and other regions with monsoon climates. Pacific Ocean wind currents influence the summer monsoons of Eastern Asia; this air causes atmospheric disturbances and cools the moist summer monsoon, creating fog and drizzling rain. Also, the seas surrounding East Asian islands warm and saturate the winter continental air with moisture as it passes over them, making the winter monsoons milder.

5. Asia's climatic trait of winter air drifting outward creates a temperature anomaly on its eastern margin. The climate there is colder than the characteristic average for each given altitude.

Using Handout 5A, *A Selection of Capitals and Climates of Asia*, and Handout 5B, *Political Map of Asia with Capital Cities*, have students work in pairs or small groups. Their task is to determine which of the factors—latitude, precipitation or altitude—is most important in determining the temperature for that city. Students should consult wall maps and atlases. When the activity has been completed, discuss each city. In some cases it will be difficult to isolate a single responsible factor, which illustrates how all of these elements work together to produce climate.

6. With students still in pairs or small groups, distribute copies of Handout 5C, *Map of Precipitation*, and Handout 5D, *Map of Climates*. Students should refer to an atlas or text to fill in the maps coloring each type of climate or level of precipitation with a different color. Descriptions of climate type and precipitation levels can be found in any atlas. Students should then locate all the cities and physical features discussed in this unit on these maps.

7. As a final activity, engage the class in a mapping Asia project. Divide the class into 5 groups and assign each group a major geographical and political subdivision (as in Lesson 3). Distribute the cut outs of each country belonging to their respective subdivision and tell the students to label and color each country. Then, ask them to write on

the 4" x 5" sheet of paper the following information pertaining to their countries:

- capital,
- population,
- religion,
- national language and other languages
- ethnic groups
- head of state
- currency

Give them 30 minutes to do this. To create their Asia map, ask each group to paste their countries onto the large poster board or butcher paper containing the blank political map of Asia.

A Selection of Capitals and Climates of Asia

Use the latitudes and longitudes on this list to locate Asian capitals. Fill in the blank spaces with the names of the capitals and their countries.

Latitude	Longitude	Capital	Country	Annual Precipitation (in./mm)	Temperature (°F/°C)	Altitude (ft./m)
22.2N	114.1E			2274/89	73/23	108/33
29.2N	48.0E			111.0/3.9	78/26	16/5
31.6N	35.6E			268.0/10.2	63/17	2548/777
47.6N	106.5E			363.0/13.6	30/-1	4347/1325
55.5N	37.4E			635.0/25.0	41/5	511/156
1.18N	103.5E			2014.0/78.8	81/27	33/10
6.54N	79.52E			2437.0/95.4	81/27	19/6
33.3N	36.2E			177.0/6.6	64/18	2362/720
25.2N	121.3E			2016.0/78.7	72/22	29/9
39.6N	116.2E			658.0/25.4	53/12	104/32
28.4N	77.2E			788.0/30.5	77/25	708/216
13.5N	100.4E			1467.0/57.2	83/28	7/2
21.1N	105.6E			1281.0/50.1	70/21	53/16
3.09N	101.4E			2335.0/91.4	80/27	127/39
6.09S	106.5E			1657.0/64.6	81/27	26/8
14.4N	121.0E			1816.0/71.0	81/27	52/16
35.4N	139.4E			1391.0/54.3	60/16	19/6
37.3N	126.6E			1354.0/52.7	53/12	285/87
35.4N	51.3E			218.0/8.0	62/17	4002/1220
33.2N	44.3E			163.0/6.0	73/23	111/34
24.4N	46.4E			116.0/4.2	77/25	1998/609
4.1N	73.3E			81.6/2092	82/27.8	7/2
39.6N	32.5E			403.0/15.3	53/12	2825/861
33.4N	73.1E			37.4/960	29/15	2641/520
34.3N	69.1E			11.8/303	53/11.7	5955/1827
16.5N	94.2E			2687/105.1	81/27	18/6
27.5N	85.2E			1320/51.4	65/19	4388/1338
17.6N	102.4E			67.1/1720	81/27	561/171
11.3N	104.6E			60.8/1560	82/27.5	33/10
31.8N	35.1E			622.0/24.1	62/17	2485/758

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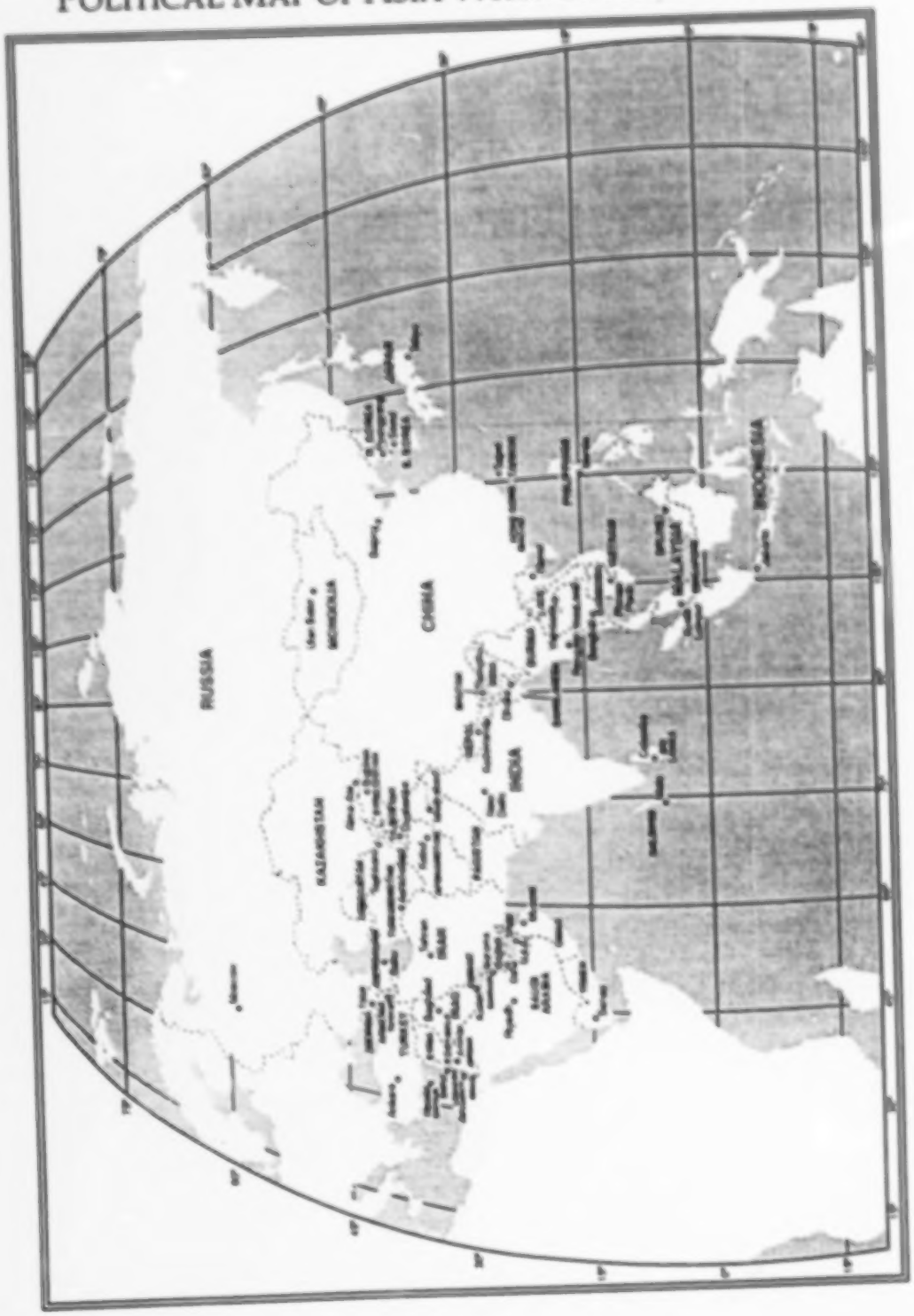
A Selection of Capitals and Climates of Asia—Answer Key

Latitude	Longitude	Capital	Country	Annual Precipitation (in./mm)	Temperature (°F/°C)	Altitude (ft./m)
22.2N	114.1E	Hong Kong	Hong Kong	2274/89	73/23	108/33
29.2N	48.0E	Kuwait City	Kuwait	111.0/3.9	78/26	16/5
31.6N	35.6E	Amman	Jordan	268.0/10.2	63/17	2548/777
45.6N	106.5E	Ulan Bator	Mongolia	363.0/13.6	30/-1	4347/1325
55.5N	37.4E	Moscow	Russia	653.0/25.0	41/5	511/156
1.18N	103.5E	Singapore	Singapore	2014.0/78.8	81/27	33/10
6.54N	79.5E	Colombo	Sri Lanka	2537.0/95.4	81/27	19/6
33.3N	36.2E	Damascus	Syria	177.0/6.6	64/18	2362/720
25.2N	121.3E	Taipei	Taiwan	2016.0/78.7	72/22	29/9
39.6N	116.2E	Beijing	China	658.0/25.4	53/12	104/32
28.4N	77.2E	New Delhi	India	788.0/30.5	77/25	708/216
13.5N	100.4E	Bangkok	Thailand	1467.0/57.2	83/28	7/2
21.1N	105.6E	Hanoi	Vietnam	1281.0/50.1	70/21	53/16
3.09N	101.4E	Kuala Lampur	Malaysia	2335.0/91.4	80/27	127/39
6.09S	106.5E	Jakarta	Indonesia	1657.0/64.6	81/27	26/8
14.4N	121.0E	Manila	Philippines	1816.0/71.0	81/27	52/16
35.4N	139.4E	Tokyo	Japan	1391.0/54.3	60/16	19/6
37.3N	126.6E	Seoul	South Korea	1354.0/52.7	53/12	285/87
35.4N	51.3E	Tehran	Iran	218.0/8.0	62/17	4002/1220
33.2N	44.3E	Baghdad	Iraq	163.0/6.0	73/23	111/34
24.4N	46.4E	Riyadh	Saudi Arabia	116.0/4.2	77/25	1998/609
4.12N	73.3E	Male	Maldives	81.6/2092	82/27.8	7/2
39.6N	32.5E	Ankara	Turkey	403.0/15.3	53/12	2825/861
33.4N	73.1E	Islamabad	Pakistan	37.4/960	29/15	2641/520
34.3N	69.1E	Kabul	Afghanistan	11.8/303	53/11.7	5955/1827
16.5N	69.0E	Rangoon	Burma	2687/105.1	81/27	18/6
27.5N	94.2E	Katmandu	Nepal	1323.0/51.4	65/19	4388/1338
17.6N	85.2E	Vientiane	Laos	67.1/1720	81/27	561/171
11.3N	102.4E	Phnom Penh	Cambodia	60.8/1560	82/27.5	33/10
31.8n	35.1E	Jerusalem	Israel	622.0/24.1	62/17	2485/758

Political Map of Asia With Capital Cities



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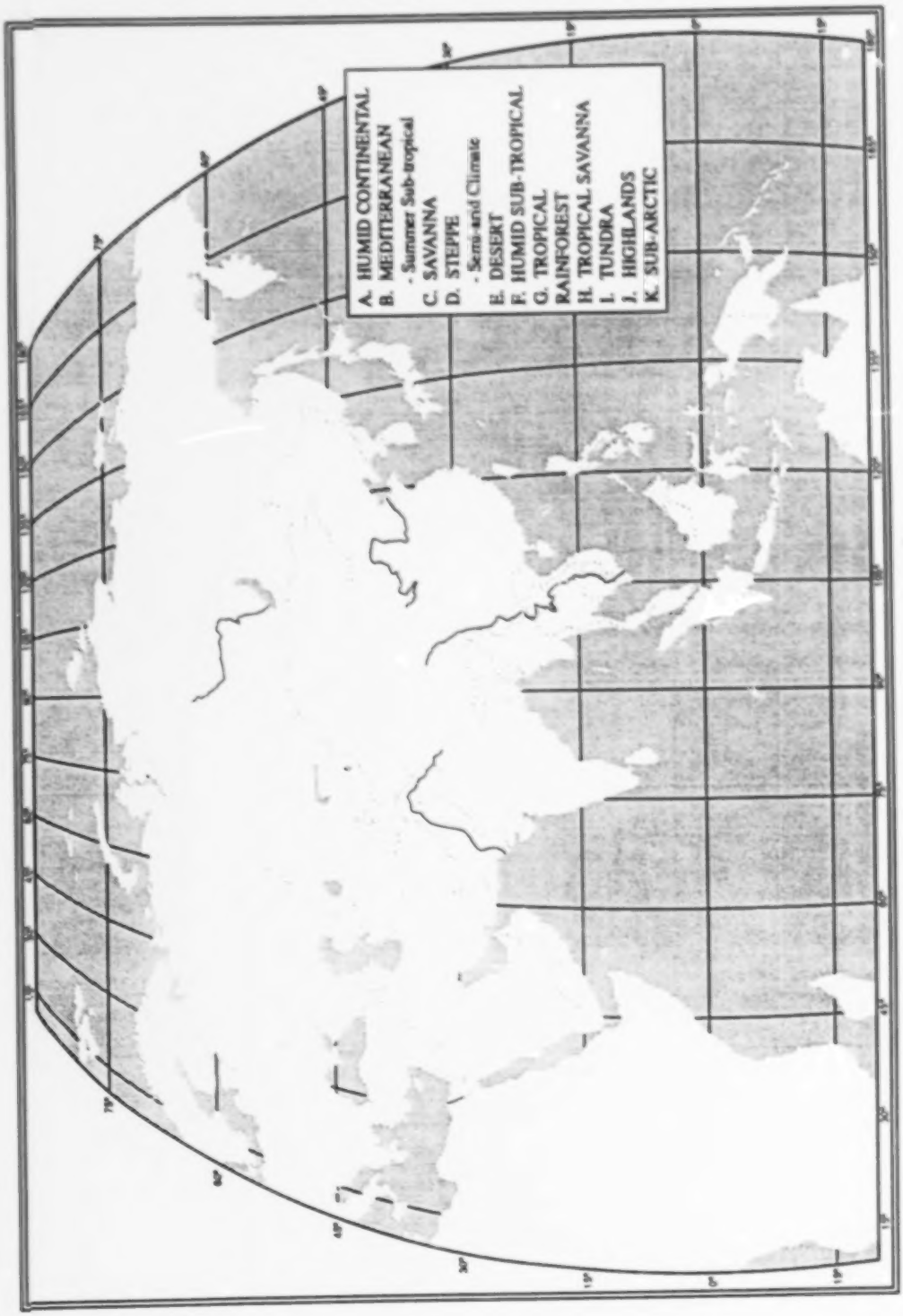
Map of Precipitation

MAP OF CLIMATES



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CREATING MAP OF ASIA INSTRUCTION CARD

Using almanacs, atlases, and textbooks, find the following information about your countries:

- Capital
- Population
- Ethnic groups
- Languages
- Religion
- National Holiday
- Currency
- Head of State
- Other available information you may find interesting

Write down the information on a 4" by 5" sheet of paper. Color your countries.

APPENDICES

77

CONVERSION TABLES

Linear and Square Measures:

Length	Area
1 meter=3.28 feet	1 square meter=10.76 square feet
1 kilometer=0.62 mile	1 square kilometer=0.38 square mile
1 foot=0.3048 meter	1 square foot=0.929 square meter
1 mile=1.61 kilometer	1 square mile=2.58 square kilometers

Temperatures:

Celsius °C	Fahrenheit °F
40	104
35	95
30	86
25	77
20	68
15	59
10	50
5	41
0	32
-5	23
-10	14
-15	5
-17.8	0
-20	-4
-25	-13
-30	-22
-35	-31
-40	-40

Rules for Converting Temperature:

From ℃ to ℉: x °F = 9/5(y ℃) + 32 ℉

From ℉ to ℃: x °C = (5x ℉-32F)/9

DATA BANK[1]

Ethnicities of Asian Countries

Country	Ethnicity
Afghanistan	Pushtun 38%, Tajik 25%, Uzbek 6%
Armenia	Armenian 93%
Azerbaijan	Azerbaijani 82%, Russian 6%, Armenian 6%
Bahrain	Bahrainian 63%, Asian 13%, other Arab 10%
Bangladesh	Bengali 98%, Bihari, tribesmen
Bhutan	Bhote 60%, Napalese 25%
Brunei	Malay 65%, Chinese 20%
Burma	Burmans (related to Tibetans) 68%, Karen 4%, Shan 7%, Rakhine 3%
Cambodia	Cambodian 90%, Vietnamese 4%, Chinese 5%
China	Han Chinese 94%, Mongol, Korean, Manchu
Cyprus	Greek 78%, Turk 18.7%, Armenian, Marorites
Georgia	Georgian 70%, Armenian 7%, Russian 6%
Hong Kong	Chinese 98%, other Asian 1%, non-Asian 1%
India	Indo-Aryan groups 72%, Dravidian 25%, Mongoloid 3%
Indonesia	Malay, Chinese, Irianese
Iran	Persian 51%, Azerbaijani 25%, Kurd 9%
Iraq	Arab 75%, Kurd 15%, Turk
Israel	Jewish 83%, Arab 16%
Japan	Japanese 99.4%, Korean .5%
Jordan	Arab 98%
Kazakhstan	Kazakh 40%, Russian 37%, German 6%, Ukranian 5%
North Korea	Korean
South Korea	Korean
Kuwait	Kuwaiti 50%, other Arab 35%, Iranian, Indian, Pakistani
Kyrgyzstan	Kyrghiz 52%, Russian 22%, Uzbec 13%
Laos	Lao 50%, Mon-Khmer tribes 25%, Thai 14%
Lebanon	Arab 95%, Armenian 4%, Palestinian 9%
Macao	Majority ethnic Chinese, few Portuguese
Malaysia	Malays 59%, Chinese 32%, Indian 9%
Maldives	Sinhalese, Dravidian, Arab mixture
Mongolia	Mongolian 90%
Nepal	Many tribes of Indian descent; Tibetan and Central Asian migrants
Oman	Omani Arab 74%, Pakistani 21%
Pakistan	Punjabi 66%, Sindhi 13%, Pathan 8.5%, Urdu 7.6%, Baluchi 2.5%
Philippines	Malays are large majority; Chinese, Americans, Spanish
Qatar	Arab 40%, Pakistani 18%, Indian 10%, Iranian 14%,
Russia	Russian 82%, Tatar 3%

Saudi Arabia	Arab tribes, immigrants from other Arab and Moslem countries
Singapore	Chinese 77%, Malays 15%, Indians 6%
Sri Lanka	Sinhalese 74%, Tamil 17%, Moor 7%
Syria	Arab 90%, Kurd, Armenian
Taiwan	Taiwanese 85%, Chinese 14%
Tajikistan	Tajik 62%, Uzbek 23%, Russian 8%
Thailand	Thai 75%, Chinese 14%
Turkey	Turks 80%, Kurds 17%
Turkmenistan	Turkmen 72%, Russian 9%, Uzbek 9%
United Arab Emirates	Arab, Iranian, Pakistani, Indian
Uzbekistan	Uzbek 70%, Russian 11%
Vietnam	Vietnamese 84%, Chinese 4%, remainder Muong, Thai, Meo, Khmer, Man, Cham
Yemen	Arab, Indian, some Negroid

Source: *The 1991 World Almanac and Book of Facts*. New York: Pharos Books, 1990.

Religions of Asian Countries

Country	Religion
Afghanistan	Sunni Moslem 74%, Shi'a Moslem 5%
Armenia	Mostly Christian
Azerbaijan	Mostly Moslem
Bahrain	Sunni Moslem 30%, Shi'ah Moslem 70%
Bangladesh	Moslem 83%, Hindu 16%
Bhutan	Buddhist (state religion) 75%, Hindu 25%
Brunei	Moslem 60%, Buddhist 14%, Christian 10%
Burma	Buddhist 85%, animist, Christian
Cambodia	Theravada Buddhist 95%
China	Officially atheist; traditionally Buddhist, Taoist, Confucian
Cyprus	Orthodox 77%, Moslem 18%
Georgia	Georgia Orthodox 65%, Russian Orthodox 10%
Hong Kong	Buddhist and Taoist 90%, Christian, small number Moslem and Hindu
India	Hindu 83%, Moslem 11%, Christian 3%, Sikh 2%
Indonesia	Moslem 88%
Iran	Shi'a Moslem 95%
Iraq	Moslems 95% (Shiites 60%, Sunnis 35%), Christians 5%
Israel	Jewish 83%, Moslem 13%
Japan	Buddhist, Shintoist make up large majority
Jordan	Sunni Moslem 92%, Christians 8%
Kazakhstan	Moslem 47%
North Korea	Activities almost nonexistent; traditionally Buddhist, Confucian, Chondokian
South Korea	Christians 43%, Buddhist 18%
Kuwait	Moslem 85%
Kyrgyzstan	Islam
Laos	Buddhist 80%, tribal 20%
Lebanon	Moslem 75%, Christian 25%
Macao	Predominantly Buddist and Christian (especially Roman Catholic)
Malaysia	Moslem, Hindu, Buddhist, Confucian, Taoist, local religions
Maldives	Sunni Moslem
Mongolia	Traditionally Lama Buddhist
Myanmar	Buddhist 85%, animist, Christian
Nepal	Hindu (official) 90%, Buddhist 7%
Oman	Ibadhi Moslem 75%, Sunni Moslem
Pakistan	Moslem 97%
Philippines	Roman Catholic 83%, Protestants 9%, Moslems 5%
Qatar	Moslems 95%

Russia	Russian Orthodox 25%, non-religious 60%
Saudi Arabia	Moslem 99%
Singapore	Buddhism 29%, Taoism 13%, Moslem 16%, Christians 19%
Sri Lanka	Buddhist 69%, Hindu 15%, Christian 8%, Moslem 7%
Syria	Sunni Moslem 74%, other Moslems 16%, Christians 10%
Taiwan	Buddhist, Taoist, Confucian
Tajikistan	Mostly Sunni Moslem
Thailand	Buddhist 95%, Moslem 4%
Turkey	Moslem 98%
Turkmenistan	Moslem 85%
United Arab Emirates	Moslem 96%, Christian, Hindu
Uzbekistan	Mostly Sunni Moslem
Vietnam	Mostly Buddhist, Confucian, Taoist
Yemen	Sunni Moslem 53%, Shiite Moslem 46%

Source: *The 1991 World Almanace and Book of Facts.* New York: Pharos Books, 1990.

5 Highest Peaks of Asia

Mountain	Height (ft./m)	Country	Mountain Range
Everest	29,028/8,848	Nepal-China	Himalayas
K2(Godwin Austen)	28,250/8,611	Kashmir	Karakoram
Kanchenjunga	28,208/8,598	Nepal-China	Himalayas
Lhotste I	27,923/8,511	Nepal-China	Himalayas
Dhaulagiri	26,810/8,172	Nepal	Himalayas

Asia's Highest Volcanos:

Volcano (last eruption)	Country	Elevation (ft./m.)
Kliuchevskoi	Russia	15,912
Kerinci	Sumatra, Indonesia	12,467
Rindjani	Indonesia	12,224
Semeru	Java, Indonesia	12,060
Koraykskaya	Russia	11,339
Slamet	Java, Indonesia	11,247
Raung	Java, Indonesia	10,932
Shiveluch	Russia	10,771

Asia's Largest Islands:

Island	Size (sq. miles)	Size (sq. km.)
New Guinea	306,000	792,540
Borneo	280,100	725,459
Sumatra	165,000	427,350
Honshu	87,805	227,415
Celebes	69,000	178,710
Java	48,900	126,651
Luzon	40,880	105,879
Mindanao	36,775	95,247
Novaya Zemlya	35,000	90,650
Hokkaido	30,144	78,073

Asia's Largest Natural Lakes:

Lake	Size (sq. miles/sq. km)	Country
Baykal	12,160/31,494	Russia
Balkhash	7,115/18,428	Kazakhstan
Ladoga	6,835/17,703	Russia
Onega	3,720/9,635	Russia
Tonle Sap	2,500/6,475	Cambodia
Issyk-Kul	2,355/6,099	Kyrgyzstan
Urmia	1,815/4,701	Iran
Khanka	1,700/4,403	Russia,China
Peipus	1,660/4,299	Estonia, Russia
Koko Nor	1,650/4,274	China

appendix b

Asia's Longest Rivers:

River Name	Length (miles/km)
Changjiang	3,720/5,989
Yenisei-Angara	3,650/5,877
Amur-Argun	3,590/5,780
Ob-Irtysh	3,360/5,410
Huang He	2,903/4,674
Lena	2,730/4,395
Mekong	2,600/4,186
Volga	2,290/3,687
Yukon	1,979/3,186
Tunguska	1,860/2,995
Indus	1,800/2,898
Brahmaputra	1,770/2,850

Asia's Smallest Countries:

Country	Size (sq. kilometers)
Cyprus	9,251
Brunei	5,765
Bahrain	691
Singapore	636
Hong Kong	79
Macao	1

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